# **Academy for Urban School Leadership**

Chicago, Illinois

For this "independent provider" that recruits but does not fully train teachers, we provide a narrative evaluation but not ratings. The Academy for Urban School Leadership provides only a small portion of the preparation for those enrolled in its program. Traditional education schools provide the larger share by partnering directly to offer coursework during the program. Given this unique design, our conventional evaluation approach could not be taken. Instead, we applied as many of our 39 standards as were relevant and indicated the strengths and weaknesses of the program rather than ratings.

	<b>Graduate Producer</b>	(all	programs over	last 8	vears):	368
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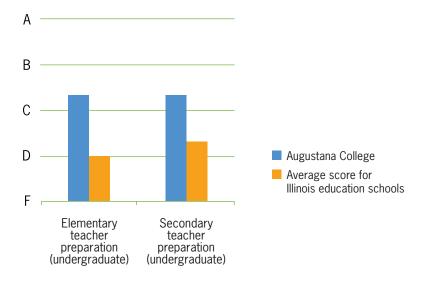
Under	gradua	ate Tuition: NA	Grad	uate Tuition: \$ (accou	ınting for tuition	discounts and grants)
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999	1 1 1 1	\$20,000 - \$24,999 \$25,000 - \$29,999		\$30,000 - \$34,999 \$35,000 - \$50,000

# Augustana College Department of Education

Rock Island, Illinois

**Elementary Teacher Preparation** (Undergraduate) Secondary Teacher Preparation (Undergraduate)

# **Program Grades**Augustana College



Total Teacher Production (2009):	Low Producer	80
Elementary (Undergraduate): Secondary (Undergraduate):		30 28
Special Education (Undergraduate):		22
Data provided by the Illinois State Board of Education		

C+

C+

Educa	tion Sc	chool Specialized Accred	ation: NCATE ✓ TEAC None Illinois State Accreditati	on 🗸
Under	gradua	ate Tuition: \$\$\$\$\$	Graduate Tuition: NA	
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 — \$14,999 \$15,000 — \$19,999	\$\$\$\$ \$20,000 - \$24,999 \$\$\$\$\$\$ \$30,000 - \$34,999 \$\$\$\$\$ \$25,000 - \$29,999 \$\$\$\$\$\$ \$35,000 - \$50,000	



## **Augustana College**

Rock Island, Illinois

### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

C+

While selectivity of the college is a strength in the design of this program for elementary teachers, other critical elements are in need of improvement. Specifically, preparation in both reading and mathematics is only partially adequate, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 22

#### **Summary of Ratings**

1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	•
3	Exit exams		21	Special education	•
4	Understanding diversity	NR	22	Preparation efficiency	•
5	Learning standards		23	Course frequency	•
6	English language learners		24	Graduate outcomes	•
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	•
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	•
12	Early field work		28b	Reading instruction	•
13	Full-time student teaching		29	Elementary math	•
14	Aligned student teaching		30	Math methods	
15	Student teaching placements		31	Other methods	•
16	Back-up degree		32	Middle school preparation	
17	Classroom assessments	•			

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Augustana's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose

and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution partially meets the standard because only a minority of the reviewed non-reading courses addressing teaching strategies contains one or more lectures or assignments on planning instruction that addresses the needs of English language learn

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that three courses include coverage of education policy challenges.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard most of the reviewed courses addressing teaching strategies require one or more assignments that teacher candidates plan instruction with technology applications.

9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

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10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates must take a take a designated 3 credit "global" course and must demonstrate competency in a foreign language (may be accomplished in high school). Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.isp). The map allows easy comparison of Augustana

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 

College's placement practices with those of education schools in its vicinity.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.



14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution meets only a small part of this standard because there are insufficient requirements for a concentration, with the result that a teacher candidate would face at least a year's work to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.	)
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.	
21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.	)
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	)
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 28 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	)
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Pro	gram Evaluation	
24.	Graduate outcomes. <i>The institution tracks graduate outcomes such as employment and retention.</i>	)
	The institution partially meets this standard. Documents obtained from the institution indicate that the institution surveys only its graduates on their job performance and/or retention.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	)
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.	

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard 2 Data insufficient for a final rating NA Not applicable NR Not rated

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, world history, American history, art history, music history and science).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers three of the five of the components of effective reading instruction (phonics, vocabulary and comprehension), but does not address phonemic awareness and fluency. We identified two required textbooks that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution meets the standard because both courses cover one or more components of effective reading instruction.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution only partly meets this standard because it falls well short of providing the amount of coursework necessary to ensure that all essential topics are adequately covered.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for elementary mathematics does not address the topic in sufficient depth.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





## **Augustana College**

Rock Island, Illinois

### 2010 UNDERGRADUATE SECONDARY Teacher Preparation Program Design

C+

The design of this program is enhanced by its college's selectivity in admissions. However, subject area preparation requirements for secondary teacher candidates in the sciences and social sciences are inadequate. As noted in a rating comment, while flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher candidate preparation in these areas, it is still incumbent upon the institution to require that its graduates take sufficient coursework in enough subject areas to achieve some minimal level of competence. In addition, the institution does not play the pivotal role it should in the selection of the cooperating teacher for student teachers. Secondary Teacher Production (2009): 30

#### **Summary of Ratings**

1	Selective admissions	•	15	Student teaching placements	$\circ$
2	Serious coursework		17	Classroom assessments	
3	Exit exams		19	Cognitive psychology	NR
4	Understanding diversity	?	20	Classroom management	
5	Learning standards	NR	21	Special education	
6	English language learners	NR	22	Preparation efficiency	
7	Education issues	NR	23	Course frequency	
8	Integrating technology	NR	24	Graduate outcomes	
10	Global perspective	NR	25	Graduates' effectiveness	$\bigcirc$
11	Training model	NR	26	Faculty expertise	
12	Early field work		33	High school preparation	
13	Full-time student teaching		34	Secondary methods	
14	Aligned student teaching			-	

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Augustana's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

and require mastery of course content.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

While we acknowledge that flawed state regulation explains the prevalence of poorly designed secondary programs across Illinois, the institution only partly meets this standard. When state regulations are demonstrably inadequate, It is incumbent upon the institution to exceed inadequate state standards in science and social science by requiring candidates to pass appropriate exit assessments in each subject and it does not do so.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

?

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.

NR

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.

NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that six courses include coverage of education policy challenges.



8. Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.

NR

Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.

This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.

NR

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates must take a take a designated 3 credit "global" course and must demonstrate competency in a foreign language (may be accomplished in high school). Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### Practice Teaching

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctg.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Augustana College's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

Ratings: 🙀 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕕 Partly meets standard 🕛 Meets a small part of standard Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to secondary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.

20. Classroom management. *The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.* 



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the secondary grade levels at which the candidates intend to teach.



21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 20 hours of professional coursework (not including student teaching).
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.
Prog	gram Evaluation
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.
	The institution partially meets this standard. Documents obtained from the institution indicate that the institution surveys only its graduates on their job performance and/or retention.
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.
Facı	ılty
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.
	2. These standards pertain to preparation of elementary teachers. They were not evaluated

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

#### **Preparation Specific to Secondary Teachers**

33. High school preparation. *The institution requires an academic major of its high school teacher candidates that is equivalent in rigor to that of non-education majors.* 

•

All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

While most of the course requirements in the certification areas for secondary teachers appear to be sound, the institution only partly meets the standard because of inadequate course requirements in two subject areas, science and social studies. Acknowledging that flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher preparation in both science and social studies, it is still incumbent upon the institution to require that its graduates take enough coursework in these broad subject areas to achieve some minimal level of competence.

34. Secondary methods. *The institution provides appropriate preparation for secondary teacher candidates in content area methods.* 



Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.

The institution fully meets the standard because it requires methods courses specific to subject areas for all secondary teacher candidates.

35-39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.

# Aurora University College of Education

Aurora, Illinois

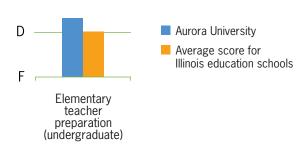
**Elementary Teacher Preparation** (Undergraduate)

D+

## **Program Grades**

Aurora University

A —



<b>Total Teacher Production</b> (2009):	Medium Producer	219
Elementary (Undergraduate):		58
Secondary (Undergraduate):		19
Special Education (Undergraduate):		15
Elementary (Graduate):		101
Secondary (Graduate):		10
Special Education (Graduate):		16
Data provided by the Illinois State Board of Education		

Educa	tion Sc	hool Specialized Accre	itation: NCATE ✓ TEAC None   Illinois State Accredi	tation 🗸
Under	gradua	te Tuition: \$\$\$	Graduate Tuition: NA	
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999	\$\$\$\$ \$20,000 - \$24,999 \$\$\$\$\$\$ \$30,000 - \$34,999 \$\$\$\$\$ \$25,000 - \$29,999 \$\$\$\$\$\$ \$35,000 - \$50,000	



## **Aurora University**

Aurora, Illinois

### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

D+

While this institution plays the pivotal role it should in the selection of cooperating teachers for student teachers and mathematics preparation is relatively strong, other elements of the preparation offered by this elementary program are in need of improvement. Specifically, preparation in reading is extremely inadequate and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. We commend the institution for the initiative it has shown in obtaining information on its graduates' effectiveness. Elementary Teacher Production (2009): 84

#### **Summary of Ratings**

1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	•
3	Exit exams	$\bigcirc$	21	Special education	•
4	Understanding diversity	NR	22	Preparation efficiency	•
5	Learning standards	$\bigcirc$	23	Course frequency	•
6	English language learners		24	Graduate outcomes	•
7	Education issues	NR	25	Graduates' effectiveness	$\Diamond$
8	Integrating technology		26	Faculty expertise	•
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	$\bigcirc$
12	Early field work		28b	Reading instruction	NA
13	Full-time student teaching		29	Elementary math	
14	Aligned student teaching		30	Math methods	•
15	Student teaching placements		31	Other methods	•
16	Back-up degree		32	Middle school preparation	
17	Classroom assessments	$\bigcirc$			

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard 2 Data insufficient for a final rating NA Not applicable NR Not rated

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Aurora University is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its College of Education. Because the college's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution fails to meet the standard because no course reviewed that addresses teaching strategies contains any assignments or lectures on planning instruction around the K-9 Illinois State Learning Standards.



6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. At least half (but only one) of the set of non-reading methods courses selected for review or provided by the institution in response to our findings of fact has at least one assignment on strategies to address the learning needs of English language learn

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution partially meets the standard because only one of the reviewed courses addressing teaching strategies requires one or more assignments that teacher candidates plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates must take coursework on Culture, Diversity, and Expression and that students in one area of specialization must complete a Spanish language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Aurora University's placement practices with those of education schools in its vicinity.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 

Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution fully meets the standard for having asserted its critical role in the selection of cooperating teachers, ensuring that they have demonstrated the ability to both increase student learning and mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful. The institution partially meets this standard because its elementary teacher candidates may graduate on time with a degree entailing a multi-disciplinary major if they are unsuccessful at student teaching or withdraw from teacher preparation at it later stages.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not meet the standard because it does not prepare teachers candidates to understand data and assessment, the nature of classroom and standardized assessments, and how to use data from both classroom and standardized assessments to improve instruction.

18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 67 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution only partially meets this standard. While it has established a coherent design for instruction on classroom management, it is not targeted to the elementary grade levels at which the candidates intend to teach.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 27 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. *The institution fully meets this standard because it offers all required courses each year.* 

#### **Program Evaluation**

24. Graduate outcomes. *The institution tracks graduate outcomes such as employment and retention.* 



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

# 25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fully meets this standard. Information provided by the institution indicates that it is able to isolate and analyze data on the performance of the students of individual graduates in student performance data made publicly available by three local school districts.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, world history, world cultures, and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified one required textbook that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

NA

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

Because we could not find adequate evidence of effective reading instruction being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant.



29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 

•

Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not fully meet this standard because it simply does not require a sufficient number of courses to allow for adequate coverage of the essential topics.

30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.



# Benedictine University College of Education & Health Service

Lisle, Illinois

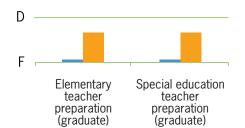
**Elementary Teacher Preparation (Graduate)** Special Education Teacher Preparation (Graduate)

## **Program Grades**

Benedictine University







(graduate)

■ Benedictine University

Average score for Illinois education schools

<b>Total Teacher Production</b> (2009):	Low Producer 142
Elementary (Undergraduate):	40
Secondary (Undergraduate):	15
Special Education (Undergraduate):	14
Elementary (Graduate):	20
Special Education (Graduate):	53
Data provided by the Illinois State Board of Education	

Education School Specialized Accreditation: NC	CATE T	EAC I	None 🗸	Illinois State Accreditation 🗸
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Under	gradua	te Tuition: NA	Graduate Tuition: \$\$					
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999		\$20,000 — \$24,999 \$25,000 — \$29,999		\$30,000 - \$34,999 \$35,000 - \$50,000		



# **Benedictine University**

Lisle, Illinois

## 2010 GRADUATE ELEMENTARY Teacher Preparation Program Design

F

While the strength of this program's design is enhanced by its fairly strong reading preparation, other critical elements

um	mary of Ratings				
	Selective admissions	$\bigcirc$	20	Classroom management	•
	Serious coursework		21	Special education	$\bigcirc$
	Exit exams	$\bigcirc$	22	Preparation efficiency	
	Understanding diversity	NR	23	Course frequency	
	Learning standards		24	Graduate outcomes	?
	English language learners	$\bigcirc$	25	Graduates' effectiveness	?
	Education issues	NA	26	Faculty expertise	
	Integrating technology		27	Broad subject preparation	$\subset$
	Training model	NR	28a	Reading instruction	
	Early field work		28b	Reading instruction	
	Full-time student teaching		29	Elementary math	
	Aligned student teaching		30	Math methods	
	Student teaching placements	$\bigcirc$	31	Other methods	$\subset$
	Classroom assessments		32	Middle school preparation	
	Cognitive psychology	NR			
le	ctivity				
	Selective admissions. The institution as determined by objective measures graduate programs.				
	candidates from only the top half of the college measured by an admissions test commonly used institution should encourage the applications of advanced standing. The college fails to meet this standard. It r test, failing to ensure that only those candi	population and for entry into g strong candida elies only on t dates who are	select gr raduate tes by wa he state at or al	paration program should select undergraduate teac aduate teacher candidates with a similar standard studies. At both the undergraduate and graduate laiving content course requirements for candidates of siving content that applicants must pass a base pove the 50th percentile of the college-going are able to meet the academic demands of teac	as evels, the with asic skills

Ratings: 🗙 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕦 Partly meets standard 🕦 Meets a small part of standard Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

 $\subset$ 

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution fails to meet the standard because none of the reviewed non-reading courses addressing teaching strategies contains any assignments or lectures on planning instruction that addresses the needs of English language learners.



7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NA

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution partially meets the standard because only one of the reviewed courses addressing teaching strategies requires one or more assignments that teacher candidates plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Benedictine University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 67 percent of one course.

20. Classroom management. *The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.* 



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.



21.	Special education. <i>The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.</i>				
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution does not meet this standard because it has not established a coherent design for delivering special education instruction, including not having targeted the coursework to the candidates' relevant grade levels.				
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•			
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is below an acceptable level. The program requires 32 hours of professional coursework (not including student teaching).				
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•			
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.				
Prog	gram Evaluation				
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	?			
	We are unable to rate on this standard because the necessary information was not provided despite repeated requests.				
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	?			
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  We are unable to rate on this standard because the necessary information was not provided despite repeated requests.				
Facı	ulty				
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	•			
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.				

Ratings: Strong design • Meets standard • Nearly meets standard • Partly meets standard • Meets a small part of standard • Fails to meet standard • Data insufficient for a final rating • NA Not applicable • NR Not rated

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.

С

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, American history, world history, world geography, art history, music history and science).

# 28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.*



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers four of the five of the components of effective reading instruction (phonics, fluency, vocabulary, and comprehension), but does not address phonemic awareness. Although this program addresses effective reading instruction, we identified one textbook that did not support this instruction.

# 28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.*



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution meets the standard because both required courses cover one or more components of effective reading instruction.

# 29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.*



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.

# 30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.*



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.

# 31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.*



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution fails to meets the standard because it requires little or no coursework specifically addressing teaching strategies in social studies, language arts/writing and science.



32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





## **Benedictine University**

Lisle, Illinois

### 2010 GRADUATE SPECIAL EDUCATION Teacher Preparation Program Design

F

While relatively strong reading preparation enhances the design of this program, other critical elements are in serious need of improvement. Specifically, there is extremely inadequate mathematics preparation, the institution does not play the pivotal role it should in the selection of cooperating teachers for student teachers, and the institution fails to ensure that special education teacher candidates receive the liberal arts education that best equips them to assist in teaching the Illinois K-9 curriculum. Special Education Teacher Production (2009): 74

	Tilling the millions it is cumediann. Special E	ducation rec	iciici i i	oddetion (2003). 74		
Sun	nmary of Ratings					
1	Selective admissions	$\circ$	20	Classroom management	•	
2	Serious coursework		22	Preparation efficiency		
3	Exit exams	$\bigcirc$	23	Course frequency		
4	Understanding diversity	NR	24	Graduate outcomes	?	
7	Education issues	NR	25	Graduates' effectiveness	?	
9	Assistive technology	$\bigcirc$	26	Faculty expertise		
11	Training model	NR	35	Broad subject preparation	$\bigcirc$	
12	Early field work		36a	Reading instruction		
13	Full-time student teaching		36b	Reading instruction		
14	Aligned student teaching		37	Elementary math	$\bigcirc$	
15	Student teaching placements	$\bigcirc$	38	Special education pedagogy	NR	
18	Special education assessment		39	Teacher production	NR	
19	Cognitive psychology	NR				
Sele	ectivity					
1.	Selective admissions. <i>The institution a</i> as determined by objective measures graduate programs.				0	
	The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher					

The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

The college fails to meet this standard. It relies only on the state's requirement that applicants must pass a basic skills test, failing to ensure that only those candidates who are at or above the 50th percentile of the college-going population are admitted. Consequently, its applicants may not be able to meet the academic demands of teaching.



2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 6. This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8.	This standard pertains to instruction on the use of technology. It was not evaluated because
	we evaluated special education programs on instruction on the use of assistive technology
	(see Standard 9).

9. Assistive technology. The institution ensures that special education teacher candidates are adequately prepared on the uses of assistive technologies.

 $\bigcirc$ 

Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities.

The institution fails to meet this standard because coursework does not adequately introduce teacher candidates to the appropriate use of assistive technologies for students with special needs.

10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Benedictine University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

0

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

#### **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. *The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.*



Assessment data is essential to writing educational goals for students with special needs and monitoring their progress. The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 67 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the special education grade levels at which the candidates intend to teach.

21. This standard pertains to the preparation of general classroom teachers on the foundations of special education. It is not evaluated because it is not relevant to the preparation of special education teachers.



22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the
	required credit hours needed for completion.

•

With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 51 hours of professional coursework (not including student teaching).

23. Course frequency. *The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.* 



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.

#### **Program Evaluation**

24. Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.



We are unable to rate on this standard because the necessary information was not provided despite repeated requests.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

We are unable to rate on this standard because the necessary information was not provided despite repeated requests.

#### Faculty

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

27-34. These standards pertain to the preparation of elementary and secondary teachers. They were not evaluated because they are not relevant to special education teacher preparation.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard 2 Data insufficient for a final rating NA Not applicable NR Not rated

#### **Preparation Specific to Special Education Teachers**

 Broad subject preparation. The institution ensures that special education teacher candidates receive a broad liberal arts education.  $\bigcirc$ 

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content early childhood/elementary teachers need (including world/American literature, children's literature, American history, world history, world geography, art history, music history and science).

36a. Reading instruction. *The institution prepares special education teacher candidates in the essential components of effective reading instruction.* 



All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the research-based strategies shown to dramatically reduce the number of children needing remediation in reading.

The institution does not fully meet the standard because its coursework covers four of the five of the components of effective reading instruction (phonics, fluency, vocabulary, and comprehension), but does not address phonemic awareness. Although this program addresses effective reading instruction, we identified one textbook that did not support this instruction.

36b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



. All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution meets the standard because both required courses cover one or more components of effective reading instruction.

37. Elementary math. *The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers.* 



Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.

38. Special education pedagogy. *The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.* 

NR

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).



39. Teacher production. *The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.* 

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related to this standard for Benedictine University's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).

# Blackburn College Education Department

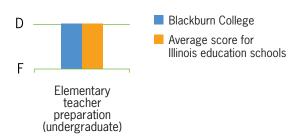
Carlinville, Illinois

**Elementary Teacher Preparation** (Undergraduate)

D

#### **Program Grades**

Blackburn College



<b>Total Teacher Production</b> (2009):	Very Low Producer	30
Elementary (Undergraduate):		16
Secondary (Undergraduate):		9
Special Education (Undergraduate):		5
Data provided by the Illinois State Board of Education		

Education School Specialized Accreditation:	NCATE	TEAC	None 🗸	Illinois State Accreditation 🗸

Undergradi	uate Tuition: \$\$	Grad	uate Tuition: NA		
Tuition: \$	Less than \$10,000 \$10,000 — \$14,999 \$15,000 — \$19,999	\$\$\$\$ \$\$\$\$\$	\$20,000 - \$24,999 \$25,000 - \$29,999	 \$30,000 - \$34,999 \$35,000 - \$50,000	



### **Blackburn College**

Carlinville, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

D

While coverage of issues relevant to teaching in 21st century classrooms is a strength in the design of this preparation program for elementary teachers, other critical elements are in need of improvement. Specifically, it provides very inadequate reading preparation and only partially adequate mathematics preparation. Furthermore, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 14

#### **Summary of Ratings**

1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	•
3	Exit exams	$\bigcirc$	21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	•
5	Learning standards		23	Course frequency	•
6	English language learners		24	Graduate outcomes	
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	•
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	
12	Early field work		28b	Reading instruction	$\bigcirc$
13	Full-time student teaching		29	Elementary math	
14	Aligned student teaching		30	Math methods	•
15	Student teaching placements	$\bigcirc$	31	Other methods	
16	Back-up degree		32	Middle school preparation	
17	Classroom assessments	•			

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.

The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Blackburn College is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Education Department. Because the department's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.



6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because most of the reviewed non-reading courses addressing teaching strategies have one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates can take philosophy or religious electives, and two years of a foreign language. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Blackburn College's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 

Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful. The institution meets only a small part of this standard because its concentration allows coursework in a combination of disciplines rather than in one discipline, with the result that a teacher candidate would face at least a year's work to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 67 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is below an acceptable level. The program requires 42 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.

#### **Program Evaluation**

24. Graduate outcomes. *The institution tracks graduate outcomes such as employment and retention.* 



The institution partially meets this standard. Documents obtained from the institution indicate that the institution surveys only its graduates on their job performance and retention.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.

Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

#### Faculty

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, world history, world cultures, art history, music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers two of the five of the components of effective reading instruction (vocabulary and comprehension), but does not address phonemic awareness, phonics, and fluency. We identified one required textbook that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution does not meet the standard because only one of two required courses covers one or more components of effective reading instruction.



29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 

•

Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution only partly meets this standard because it does not provide the amount of coursework necessary to ensure that all essential topics are adequately covered and because the existing coursework does not adequately cover essential topics.

30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 

teaching strategies in social studies, language arts/writing and science.



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.



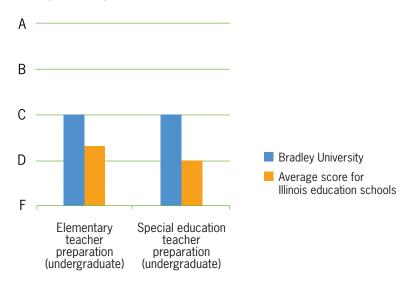
# Bradley University College of Education and Health Sciences

Peoria, Illinois

**Elementary Teacher Preparation** (Undergraduate) C Special Education Teacher Preparation (Undergraduate)

### **Program Grades**

Bradley University



<b>Total Teacher Production</b> (2009):	Medium Producer	157
Early Childhood (Undergraduate):		13
Elementary (Undergraduate):		74
Secondary (Undergraduate):		36
Special Education (Undergraduate):		34
Data provided by the Illinois State Board of Education		

Educa	tion Sc	hool Specialized Accre	itation: NCATE 🗸	/ TEAC Non	e   Illino	is State Accreditation 🗸
Under	gradua	nte Tuition: \$\$\$\$	Graduate To	uition: NA		
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 — \$14,999 \$15,000 — \$19,999	1111	00 – \$24,999 00 – \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000



### **Bradley University**

Peoria, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

C

While the selectivity of its university and coverage of issues relevant to teaching in 21st century classrooms are strengths in the design of this preparation program for elementary teachers, other critical elements are in need of improvement. Specifically, preparation in both reading and mathematics is only partially inadequate, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 95

mary of Ratings				
Selective admissions		19	Cognitive psychology	NR
Serious coursework		20	Classroom management	
Exit exams	$\bigcirc$	21	Special education	
Understanding diversity	NR	22	Preparation efficiency	
Learning standards		23	Course frequency	
English language learners		24	Graduate outcomes	
Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
Integrating technology		26	Faculty expertise	
Global perspective	NR	27	Broad subject preparation	$\bigcirc$
Training model	NR	28a	Reading instruction	
Early field work		28b	Reading instruction	NA
Full-time student teaching		29	Elementary math	
Aligned student teaching	$\bigcirc$	30	Math methods	
Student teaching placements	$\bigcirc$	31	Other methods	
Back-up degree		32	Middle school preparation	
Classroom assessments	•			
	Selective admissions Serious coursework Exit exams Understanding diversity Learning standards English language learners Education issues Integrating technology Global perspective Training model Early field work Full-time student teaching Aligned student teaching Student teaching placements Back-up degree	Selective admissions Serious coursework  Exit exams Understanding diversity Learning standards English language learners Education issues Integrating technology Global perspective Training model Early field work Full-time student teaching Aligned student teaching Student teaching placements Back-up degree	Selective admissions Serious coursework Exit exams Understanding diversity NR 22 Learning standards English language learners Education issues Integrating technology Global perspective NR 27 Training model NR 28a Early field work Full-time student teaching Aligned student teaching Student teaching placements Back-up degree  19 19 20 11 21 21 22 23 23 24 24 24 25 NR 25 NR 25 NR 25 NR 27 27 28 30 30 30 30 30 31	Selective admissions  Perious coursework  Exit exams  Call Special education  Understanding diversity  Learning standards  English language learners  Education issues  Integrating technology  Global perspective  Training model  Early field work  Full-time student teaching  Aligned student teaching  Serious coursework  Description  19 Cognitive psychology  Classroom management  20 Classroom management  Special education  Course frequency  Course frequency  Erquency  Fraculty expertise  Graduates' effectiveness  Faculty expertise  NR 27 Broad subject preparation  Reading instruction  Early field work  Elementary math  Aligned student teaching  Aligned student teaching  Student teaching placements  Aligned egree  Middle school preparation

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Bradley's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 



Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses addressing teaching strategies contains have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because most of the reviewed non-reading courses assessing teaching strategies have one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies contains assignments requiring teacher candidates to plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates can take either Comparative Religion electives and non-Western Civilization history courses, and that there is no foreign language requirement in the general education requirements. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed as

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Bradley University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution does not meet the standard because, although it is of sufficient length, it permits some teacher candidates to complete the exercise off-site, failing to meet the objectives of the standard.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.

C

Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful. The institution meets only a small part of this standard because its concentration allows coursework in a combination of disciplines rather than in one discipline, with the result that a teacher candidate would face at least a year's work to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard because it does not address standardized testing, and its coverage of assessment is likely disjointed because it is spread out among three courses.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted
	to the grade levels at which the candidate intends to teach.

•

Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution only partially meets this standard. While the coursework is appropriately targeted to the elementary grade levels at which the candidates intend to teach, it is too disparate, spread out over three courses.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution meets this standard because it requires a stand-alone, grade-specific special education methods course (ETE 330); however, reviewers note with concern the dispersion of special education methods in three courses when ETE 330 can present this material more predicably and coherently.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching. The institution only partially meets the standard. The number of required semester hours to complete the professional sequence slightly exceeds an acceptable level (51 semester hours). The program requires 52 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.

#### **Program Evaluation**

24. Graduate outcomes. *The institution tracks graduate outcomes such as employment and retention.* 



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, American history, world cultures, art history, and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers three of the five of the components of effective reading instruction (phonics, vocabulary and comprehension), but does not address phonemic awareness and fluency. All required textbooks address effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

NA

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The standard does not apply to only one reading course.

29. Elementary math. The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution only partly meets this standard because it does not provide the amount of coursework necessary to ensure that all essential topics are adequately covered and because the existing coursework does not adequately cover essential topics.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for elementary mathematics does not address the topic in sufficient depth.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





#### **Bradley University**

**Summary of Ratings** 

Peoria, Illinois

#### 2010 UNDERGRADUATE SPECIAL EDUCATION Teacher Preparation Program Design

C

While its university's selectivity in admissions is a strength, the design of this preparation program needs improvement in critical areas: both reading and mathematics preparation are only partially adequate, the institution does not play the pivotal role it should in the selection of cooperating teachers for student teachers, and the institution fails to ensure that special education teacher candidates receive the liberal arts education that best equips them to assist in teaching the Illinois K-9 curriculum. Special Education Teacher Production (2009): 44

1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams	$\bigcirc$	22	Preparation efficiency	$\bigcirc$
4	Understanding diversity	NR	23	Course frequency	
7	Education issues	NR	24	Graduate outcomes	
9	Assistive technology		25	Graduates' effectiveness	$\bigcirc$
10	Global perspective	NR	26	Faculty expertise	
11	Training model	NR	35	Broad subject preparation	$\bigcirc$
12	Early field work		36a	Reading instruction	
13	Full-time student teaching		36b	Reading instruction	$\bigcirc$

37

38

Elementary math

**Teacher production** 

Special education pedagogy

#### Selectivity

Aligned student teaching

Student teaching placements

Special education assessment

14

15

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



NR

NR

The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Bradley's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.



2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

9

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 6. This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



- 8. This standard pertains to instruction on the use of technology. It was not evaluated because we evaluated special education programs on instruction on the use of assistive technology (see Standard 9).
- 9. Assistive technology. *The institution ensures that special education teacher candidates are adequately prepared on the uses of assistive technologies.*

Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities.

The institution meets this standard because teacher candidates are introduced to the appropriate use of assistive technologies for students with special needs.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates can take either Comparative Religion electives and non-Western Civilization history courses, and that there is no foreign language requirement in the general education requirements. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Bradley University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution does not meet the standard because, although it is of sufficient length, it permits some teacher candidates to complete the exercise off-site, failing to meet the objectives of the standard.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to special education teacher preparation.

#### **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. *The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.*

Assessment data is essential to writing educational goals for students with special needs and monitoring their progress. The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.

20. Classroom management. *The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.* 



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the special education grade levels at which the candidates intend to teach.

21.	This standard pertains to the preparation of general classroom teachers on the foundations of special education. It is not evaluated because it is not relevant to the preparation of special education teachers.
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution fails to meet the standard. The number of semester hours necessary to complete the professional sequence is well above an acceptable level (57 hours). The program requires 64 hours of professional coursework (not including student teaching).
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.
Prog	gram Evaluation
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.
Facu	ılty
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.
27-3	4. These standards pertain to the preparation of elementary and secondary teachers. They were not evaluated because they are not relevant to special education teacher preparation.

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

#### **Preparation Specific to Special Education Teachers**

35. Broad subject preparation. *The institution ensures that special education teacher candidates receive a broad liberal arts education.* 

 $\bigcirc$ 

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content special education teachers need (including world/American literature, children's literature, American history, world cultures, art history, and music history).

36a. Reading instruction. *The institution prepares special education teacher candidates in the essential components of effective reading instruction.* 



All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the research-based strategies shown to dramatically reduce the number of children needing remediation in reading.

The institution does not fully meet the standard because its coursework covers three of the five of the components of effective reading instruction (phonics, vocabulary, and comprehension), but does not address phonemic awareness and fluency. All required textbooks address effective reading instruction.

36b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



. All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution does not meet the standard because only one of three required courses covers one or more components of effective reading instruction.

37. Elementary math. *The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers.* 



Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics. The institution only partly meets this standard because it does not provide the amount of coursework necessary to ensure that all essential topics are adequately covered and because the existing coursework does not adequately cover essential topics.

38. Special education pedagogy. *The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.* 

NR

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).



39. Teacher production. The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

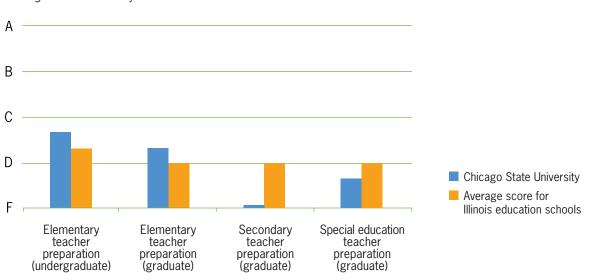
Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related to this standard for Bradley University's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).

# **Chicago State University**College of Education

Chicago, Illinois

Elementary Teacher Preparation (Undergraduate)	C-
Elementary Teacher Preparation (Graduate)	D+
Secondary Teacher Preparation (Graduate)	F
Special Education Teacher Preparation (Graduate)	D-

# **Program Grades**Chicago State University



<b>Total Teacher Production</b> (2009):	Low Producer	130
Early Childhood (Undergraduate):		5
Elementary (Undergraduate):		37
Secondary (Undergraduate):		7
Special Education (Undergraduate):		12
Early Childhood (Graduate):		5
Elementary (Graduate):		26
Secondary (Graduate):		9
Special Education (Graduate):		29
Data provided by the Illinois State Board of Education		

Education School Specialized Accreditation: NCATE 🗸 TEAC None   Illinois State Accreditation 🗸										
Undergraduate Tuition: \$			Grad	uate Tuition: \$						
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999	\$\$\$\$ \$\$\$\$\$	\$20,000 — \$24,999 \$25,000 — \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000				



## **Chicago State University**

Chicago, Illinois

#### 2010 GRADUATE ELEMENTARY Teacher Preparation Program Design

D+

The design of this program is enhanced by fairly strong preparation in both reading and mathematics. However, the

insti	tution fails to ensure that teacher candid ois K-9 curriculum. Elementary Teacher F	ates receive t	he libe	ral arts education that best equips them to 1 4	teach the				
Sun	nmary of Ratings								
1	Selective admissions	$\circ$	20	Classroom management	•				
2	Serious coursework	?	21	Special education					
3	Exit exams	$\bigcirc$	22	Preparation efficiency					
4	Understanding diversity	NR	23	Course frequency					
5	Learning standards		24	Graduate outcomes					
6	English language learners	$\bigcirc$	25	Graduates' effectiveness					
7	Education issues	NA	26	Faculty expertise					
8	Integrating technology		27	Broad subject preparation	$\bigcirc$				
11	Training model	NR	28a	Reading instruction					
12	Early field work		28b	Reading instruction					
13	Full-time student teaching		29	Elementary math					
14	Aligned student teaching		30	Math methods					
15	Student teaching placements		31	Other methods					
17	Classroom assessments	$\bigcirc$	32	Middle school preparation					
19	Cognitive psychology	NR							
Sele	ectivity								
1.	Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.								
	The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.  The college fails to meet this standard. It relies only on the state's requirement that applicants must pass a basic skills test, failing to ensure that only those candidates who are at or above the 50th percentile of the college-going population are admitted. Consequently, its applicants may not be able to meet the academic demands of teaching.								



2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

?

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

Due to the ambiguity in syllabi regarding grading, no rating could be provided on this standard.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

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If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution fails to meet the standard because none of the reviewed non-reading courses addressing teaching strategies contains any assignments or lectures on planning instruction that addresses the needs of English language learners.



7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NA

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Chicago State University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution only partly meets the standard because it only discourages but does not prohibit teacher candidates from taking additional courses during the student teaching experience, allowing teacher candidates to less than fully dedicate themselves to the important task and challenge of apprentice teaching.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution only partly meets the standard because while it does not assert its critical role in the selection of cooperating teachers, it does ensuring that principals are given guidelines to select cooperating teachers who have demonstrated the ability to both increase student learning and mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not meet this standard because it does not prepare teacher candidates to understand data and assessment, the nature of classroom and standardized assessments, and how to use data from both classroom and standardized assessments to improve instruction.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 67 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution only partially meets this standard. While it has established a coherent design for instruction on classroom management, it is not targeted to the elementary grade levels at which the candidates intend to teach.



21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.				
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.				
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•			
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 43 hours of professional coursework (not including student teaching).				
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•			
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.				
Pro	gram Evaluation				
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•			
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.	,			
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0			
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.				
Fac	ulty				
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	•			
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational				

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard 2 Data insufficient for a final rating NA Not applicable NR Not rated

psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.

C

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, world history, art history, and music history).

## 28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.*



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers four of the five of the components of effective reading instruction (phonics, fluency, vocabulary, and comprehension) but does not address phonemic awareness. Although this program addresses effective reading instruction, we identified four textbooks that did not support this instruction.

## 28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.*



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution nearly meets the standard because most (two of three) required courses cover one or more components of effective reading instruction.

## 29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.*



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not fully meet this standard because it simply does not require a sufficient number of courses to allow for adequate coverage of essential topics.

## 30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.*



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.

## 31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.*



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.



32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





#### **Chicago State University**

Chicago, Illinois

2.

reflecting college-level work.

#### F 2010 GRADUATE SECONDARY Teacher Preparation Program Design This program's design is in need of much improvement. It fails to ensure that secondary teacher candidates in any certification area have sufficient preparation in the subjects that they intend to teach and provides very inadequate subject-specifics methods instruction. Secondary Teacher Production (2009): 9 **Summary of Ratings** 1 Selective admissions $\bigcirc$ 15 Student teaching placements 2 Serious coursework ? 17 Classroom assessments 3 19 Cognitive psychology NR Exit exams 4 **Understanding diversity** NR 20 Classroom management 5 Learning standards NR 21 Special education 6 **English language learners** NR 22 Preparation efficiency 7 **Education issues** NR 23 Course frequency 8 Integrating technology NR 24 **Graduate outcomes** 25 Graduates' effectiveness 11 Training model NR 12 Early field work 26 Faculty expertise 13 33 Full-time student teaching High school preparation 14 Aligned student teaching 34 Secondary methods Selectivity 1. Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs. The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing. The college fails to meet this standard. It relies only on the state's requirement that applicants must pass a basic skills test, failing to ensure that only those candidates who are at or above the 50th percentile of the college-going population are admitted. Consequently, its applicants may not be able to meet the academic demands of teaching.

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

Serious coursework. The institution ensures that coursework has a seriousness of purpose,

Due to the ambiguity in syllabi regarding grading, no rating could be provided on this standard.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

•

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

While we acknowledge that flawed state regulation explains the prevalence of poorly designed secondary programs across Illinois, the institution only partly meets this standard. When state regulations are demonstrably inadequate, It is incumbent upon the institution to exceed inadequate state standards in science and social science by requiring candidates to pass appropriate exit assessments in each subject and it does not do so.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.

NR

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.

NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

NR

Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Chicago State University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution only partly meets the standard because it only discourages but does not prohibit teacher candidates from taking additional courses during the student teaching experience, allowing teacher candidates to less than fully dedicate themselves to the important task and challenge of apprentice teaching.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution only partly meets the standard because while it does not assert its critical role in the selection of cooperating teachers, it does ensuring that principals are given guidelines to select cooperating teachers who have demonstrated the ability to both increase student learning and mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution only partially meets this standard because it does not address fundamentals of standardized testing and using assessment data to improve instruction.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to secondary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 67 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution does not meet this standard. While there is some evidence of instruction on classroom management it occurs only in clinical practice.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.



22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.						
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 28 hours of professional coursework (not including student teaching).						
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.						
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.						
Prog	gram Evaluation						
24.	Graduate outcomes. <i>The institution tracks graduate outcomes such as employment and retention.</i>						
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.						
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.						
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.						
Faci	ulty						
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.						
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.						
27-3	2. These standards pertain to preparation of elementary teachers. They were not evaluated because they are not relevant to secondary teacher preparation.						

#### **Preparation Specific to Secondary Teachers**

33. High school preparation. *The institution requires an academic major of its high school teacher candidates that is equivalent in rigor to that of non-education majors.* 

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All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

The institution fails to meet this standard because secondary teacher candidates are not required to complete sufficient undergraduate coursework in their subject areas.

34. Secondary methods. *The institution provides appropriate preparation for secondary teacher candidates in content area methods.* 



Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.

The institution meets only a small part of the standard because it requires only one methods course specific to a subject area in only one of its secondary certification programs.

35-39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.



#### **Chicago State University**

Chicago, Illinois

#### 2010 GRADUATE SPECIAL EDUCATION Teacher Preparation Program Design D-While relatively strong mathematics preparation is a strength in the design of this program, other critical elements are in need of improvement. Specifically, there is extremely inadequate reading preparation and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to assist in teaching the Illinois K-9 curriculum. Special Education Teacher Production (2009): 30 **Summary of Ratings** 1 $\bigcirc$ 20 Selective admissions Classroom management 2 Serious coursework ? 22 Preparation efficiency 3 23 Exit exams Course frequency 4 **Understanding diversity** NR 24 Graduate outcomes 7 NR 25 Graduates' effectiveness **Education issues** 9 Assistive technology 26 Faculty expertise 11 Training model NR 35 **Broad subject preparation** 12 Early field work 36a Reading instruction 13 Full-time student teaching 36b Reading instruction 14 Aligned student teaching 37 Elementary math 15 Student teaching placements 38 Special education pedagogy NR 18 Special education assessment 39 Teacher production NR 19 Cognitive psychology NR Selectivity Selective admissions. The institution admits teacher candidates with strong academic records 1. as determined by objective measures used typically for admission to undergraduate or graduate programs. The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing. The college fails to meet this standard. It relies only on the state's requirement that applicants must pass a basic skills test, failing to ensure that only those candidates who are at or above the 50th percentile of the college-going population are admitted. Consequently, its applicants may not be able to meet the academic demands of teaching. Serious coursework. The institution ensures that coursework has a seriousness of purpose, reflecting college-level work. Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

Due to the ambiguity in syllabi regarding grading, no rating could be provided on this standard.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

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If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.

8. This standard pertains to instruction on the use of technology. It was not evaluated because we evaluated special education programs on instruction on the use of assistive technology (see Standard 9).



9. Assistive technology. The institution ensures that special education teacher candidates are adequately prepared on the uses of assistive technologies.

Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities.

The institution meets this standard because teacher candidates are introduced to the appropriate use of assistive technologies for students with special needs.

10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Chicago State University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution only partly meets the standard because it only discourages but does not prohibit teacher candidates from taking additional courses during the student teaching experience, allowing teacher candidates to less than fully dedicate themselves to the important task and challenge of apprentice teaching.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution only partly meets the standard because while it does not assert its critical role in the selection of cooperating teachers, it does ensuring that principals are given guidelines to select cooperating teachers who have demonstrated the ability to both increase student learning and mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

#### **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. *The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.*



Assessment data is essential to writing educational goals for students with special needs and monitoring their progress. The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the special education grade levels at which the candidates intend to teach.

21. This standard pertains to the preparation of general classroom teachers on the foundations of special education. It is not evaluated because it is not relevant to the preparation of special education teachers.



22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.					
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 28 hours of professional coursework (not including student teaching).					
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.					
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.					
Prog	gram Evaluation					
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.					
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.					
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.					
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.					
Facı	ulty					
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.					
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.					
27-3	4. These standards pertain to the preparation of elementary and secondary teachers. They					

were not evaluated because they are not relevant to special education teacher preparation.

#### **Preparation Specific to Special Education Teachers**

35. Broad subject preparation. *The institution ensures that special education teacher candidates receive a broad liberal arts education.* 

nocition

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content early childhood/elementary teachers need (including world/American literature, children's literature, world history, art history, and music history).

36a. Reading instruction. *The institution prepares special education teacher candidates in the essential components of effective reading instruction.* 

C

All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the research-based strategies shown to dramatically reduce the number of children needing remediation in reading.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction.

36b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

NA

. All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

Because we could not find adequate evidence of effective reading instruction being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant.

37. Elementary math. *The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers.* 



Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics. The institution does not fully meet this standard because it simply does not require a sufficient number of courses to allow for adequate coverage of essential topics.

38. Special education pedagogy. *The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.* 

NR

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).



39. Teacher production. *The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.* 

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related to this standard for Chicago State University's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).



#### **Chicago State University**

Chicago, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

C-

While relatively strong reading and mathematics preparation enhance the design of this program for elementary teachers, the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 35

Sum	Summary of Ratings							
1	Selective admissions	•	19	Cognitive psychology	NR			
2	Serious coursework	?	20	Classroom management				
3	Exit exams		21	Special education				
4	Understanding diversity	NR	22	Preparation efficiency				
5	Learning standards		23	Course frequency				
6	English language learners	$\bigcirc$	24	Graduate outcomes				
7	Education issues	NR	25	Graduates' effectiveness				
8	Integrating technology		26	Faculty expertise				
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$			
11	Training model	NR	28a	Reading instruction				
12	Early field work		28b	Reading instruction				
13	Full-time student teaching		29	Elementary math				
14	Aligned student teaching		30	Math methods				
15	Student teaching placements		31	Other methods				
16	Back-up degree		32	Middle school preparation				
17	Classroom assessments							

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Chicago State University is only rated "less selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Education Department. Because the department's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

?

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

Due to the ambiguity in syllabi regarding grading, no rating could be provided on this standard.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

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If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution fails to meet the standard because none of the reviewed non-reading courses addressing teaching strategies contains any assignments or lectures on planning instruction that addresses the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the

NR

The world has shrunk. Recognition of that fact should pervade the campus.

institution, including teacher candidates.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates must take one or more approved courses pertaining to world cultures or world geography, and all undergraduates are required to demonstrate proficiency in a foreign language (6 credit hours). Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Chicago State University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution only partly meets the standard because it only discourages but does not prohibit teacher candidates from taking additional courses during the student teaching experience, allowing teacher candidates to less than fully dedicate themselves to the important task and challenge of apprentice teaching.

### 14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.*

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

### 15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.*



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution only partly meets the standard because while it does not assert its critical role in the selection of cooperating teachers, it does ensuring that principals are given guidelines to select cooperating teachers who have demonstrated the ability to both increase student learning and mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution meets only a small part of this standard because its concentration allows coursework in a combination of disciplines rather than in one discipline, with the result that a teacher candidate would face at least a year's work to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution only partially meets the standard because it does not address standardized testing and using assessment data to improve instruction.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 67 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted
	to the grade levels at which the candidate intends to teach.

Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 47 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.

#### **Program Evaluation**

24. Graduate outcomes. *The institution tracks graduate outcomes such as employment and retention.* 



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, world history, art history, and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers four of the five of the components of effective reading instruction (phonics, fluency, vocabulary, and comprehension) but does not address phonemic awareness. Although this program addresses effective reading instruction, we identified four textbooks that did not support this instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution nearly meets the standard because most (two of three) required courses cover one or more components of effective reading instruction.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not fully meet this standard because it simply does not require a sufficient number of courses to allow for adequate coverage of essential topics.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

lacktriangle

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.



# Columbia College Chicago Education Department

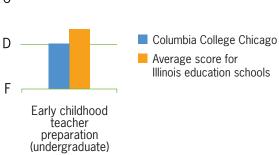
Chicago, Illinois

Early Childhood Teacher Preparation (Undergraduate)

D

## **Program Grades**Columbia College Chicago

A —



Total Teacher Production (2009):	Very Low Producer 2	25
Early Childhood (Undergraduate):		8
Elementary (Graduate):	•	10
Special Education (Graduate):		7
Data provided by the Illinois State Board of Education		

Educa	tion Sc	hool Specialized Accre	ditation: NC	ATE TEAC	None ✓   I	llinois State Accreditation	/
Under	gradua	ate Tuition: \$\$\$	Gradu	ate Tuition: \$5	\$\$		
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999	\$\$\$\$ \$\$\$\$\$	\$20,000 - \$24,999 \$25,000 - \$29,999		\$\$\$ \$30,000 - \$34,999 \$\$\$\$ \$35,000 - \$50,000	



#### **Columbia College Chicago**

Chicago, Illinois

#### 2010 UNDERGRADUATE EARLY CHILDHOOD Teacher Preparation Program Design

D

While professional coursework is a strength in the design of this preparation program for early childhood teachers, other critical elements are in need of improvement. Specifically, reading preparation is only partially adequate, mathematics preparation is extremely inadequate, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-3 curriculum. Early Childhood Teacher Production (2009): Not Available

Sum	Summary of Ratings						
1	Selective admissions		17	Classroom assessments			
2	Serious coursework		19	Cognitive psychology	NR		
3	Exit exams	$\bigcirc$	20	Classroom management			
4	Understanding diversity	NR	21	Special education			
5	Learning standards		22	Preparation efficiency			
6	English language learners		23	Course frequency			
7	Education issues	NR	24	Graduate outcomes	?		
8	Integrating technology		25	Graduates' effectiveness	?		
10	Global perspective	NR	26	Faculty expertise			
11	Training model	NR	27	Broad subject preparation	$\bigcirc$		
12	Early field work		28a	Reading instruction			
13	Full-time student teaching		28b	Reading instruction			
14	Aligned student teaching		29	Elementary math	$\bigcirc$		
15	Student teaching placements	$\bigcirc$	30	Math methods			
16	Back-up degree		31	Other methods			

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Columbia College Chicago is unrated by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Education Department. Because the department's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

•

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution partly meets this standard because only a moderate portion of assignments do not reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's early childhood generalist test to determine if its early childhood teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. *The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.* 



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because most of the reviewed non-reading courses assessing teaching strategies have one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that two courses include coverage of education policy challenges.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

•

Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution partially meets the standard because only one of the reviewed courses addressing teaching strategies requires one or more assignments that teacher candidates plan instruction with technology applications.

9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to early childhood teacher preparation.

because it is not relevant to early childhood teacher preparation.

10. Global perspective. *The institution values the importance of a global perspective, imparting* 

NR

an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates can take global awareness electives. There is no foreign language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Columbia College Chicago's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution fully meets this standard because all of its early childhood teacher candidates are required to complete a substantial concentration in a single, non-education subject, meaning that less than an additional semester's work would be necessary to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard. While it provides coverage of key topics, its coverage is likely disjointed because it is spread out among three courses.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to early childhood teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 75 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted
	to the grade levels at which the candidate intends to teach.

Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the early childhood grade levels at which the candidates intend to teach.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 47 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. *The institution fully meets this standard because it offers all required courses each year.* 

#### **Program Evaluation**

24. Graduate outcomes. *The institution tracks graduate outcomes such as employment and retention.* 



We are unable to rate on this standard because the necessary information was not provided despite repeated requests.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.

?

Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

We are unable to rate on this standard because the necessary information was not provided despite repeated requests.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Early Childhood Teachers**

27. Broad subject preparation. The institution requires that early childhood teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to early childhood grades.



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content early childhood teachers need (including world/American literature, children's literature, world history, world cultures, art history and music history).

28a. Reading instruction. *The institution prepares early childhood teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers three of the five of the components of effective reading instruction (phonemic awareness, phonics, and comprehension), but does not address fluency and vocabulary. We identified five required textbooks that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution meets the standard because both required courses cover one or more components of effective reading instruction.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of early childhood mathematics topics.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for elementary mathematics does not address the topic in sufficient depth.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

- 32. This standard pertains to preparation for an endorsement to teach middle school. It was not evaluated because it is not relevant to early childhood teacher preparation.
- 33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.



### **Concordia University Chicago**

#### **College of Education**

River Forest, Illinois

Elementary Teacher Preparation (Undergraduate)

Special Education Teacher Preparation (Undergraduate)

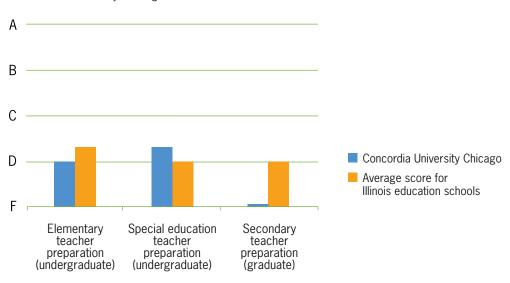
Secondary Teacher Preparation (Graduate)

F

D+

#### **Program Grades**

Concordia University Chicago



Total Teacher Production (2009):	Medium Producer	241
Early Childhood (Undergraduate):		15
Elementary (Undergraduate):		45
Secondary (Undergraduate):		23
Special Education (Undergraduate):		9
Early Childhood (Graduate):		2
Elementary (Graduate):		18
Secondary (Graduate):		15
Special Education (Graduate):		114
Data provided by the Illinois State Board of Education		

Education School Specialized Accreditation: NCATE 🗸 TEAC None Illinois State Accreditation 🗸							
Under	gradua	ate Tuition: \$\$\$\$	Graduate Tuition: \$\$				
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 — \$14,999 \$15,000 — \$19,999	\$\$\$\$ \$\$\$\$\$	\$20,000 - \$24,999 \$25,000 - \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000	



### **Concordia University Chicago**

River Forest, Illinois

#### 2010 GRADUATE SECONDARY Teacher Preparation Program Design

F

This program's design is in need of much improvement. While the program plays the pivotal role it should in the selection of cooperating teachers for its student teachers, it fails to ensure that secondary teacher candidates in any

cert				they intend to teach. Secondary Teacher P			
Sun	nmary of Ratings						
1	Selective admissions	0	15	Student teaching placements	•		
2	Serious coursework		17	Classroom assessments			
3	Exit exams		19	Cognitive psychology	NR		
4	Understanding diversity	NR	20	Classroom management			
5	Learning standards	NR	21	Special education	$\bigcirc$		
6	English language learners	NR	22	Preparation efficiency			
7	Education issues	NR	23	Course frequency			
8	Integrating technology	NR	24	Graduate outcomes	$\bigcirc$		
11	Training model	NR	25	Graduates' effectiveness	$\bigcirc$		
12	Early field work		26	Faculty expertise			
13	Full-time student teaching	$\bigcirc$	33	High school preparation	$\bigcirc$		
14	Aligned student teaching	•	34	Secondary methods	•		
Sel	ectivity						
1.	Selective admissions. The institution as determined by objective measures graduate programs.			didates with strong academic records admission to undergraduate or	0		
	The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.  The college fails to meet this standard. It relies only on the state's requirement that applicants must pass a basic skills test, failing to ensure that only those candidates who are at or above the 50th percentile of the college-going population are admitted. Consequently, its applicants may not be able to meet the academic demands of teaching.						
2.	Serious coursework. The institution e reflecting college-level work.	nsures that c	oursev	vork has a seriousness of purpose,	•		
	Coursework assignments should require master			mimic the educational experience of children as if the	ne		

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

•

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

While we acknowledge that flawed state regulation explains the prevalence of poorly designed secondary programs across Illinois, the institution only partly meets this standard. When state regulations are demonstrably inadequate, It is incumbent upon the institution to exceed inadequate state standards in science and social science by requiring candidates to pass appropriate exit assessments in each subject and it does not do so.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.

NR

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.

NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.

NR

Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.

- This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Concordia

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.

University Chicago's placement practices with those of education schools in its vicinity.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution does not meet the standard because it allows that teacher candidates take other coursework during the student teaching experience, preventing teacher candidates from fully dedicating themselves to the important task and challenge of apprentice teaching.

14. Aligned student teaching. The institution designs student teaching to have a local experience of sufficient length.



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

Ratings: 👚 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕕 Partly meets standard 🔘



🖣 Meets a s	mall part	of standard
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Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fully meets the standard for having asserted its critical role in the selection of cooperating teachers, ensuring that they have demonstrated the ability to both increase student learning and mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

#### **Professional Training**

data and assessment.

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard because it does not address standardized testing in its coverage of

18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to secondary teacher preparation.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 20 percent of one course.

20. Classroom management. *The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.* 



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the secondary grade levels at which the candidates intend to teach.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution does not meet the standard because it provides no special education instruction to teacher candidates enrolled in general education programs.



Pre	eparation efficiency. The institution offers an efficient program of study, as indicated by the	•			
	quired credit hours needed for completion.	-			
requ	th no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep uirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.				
The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 21 hours of professional coursework (not including student teaching).					
Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.					
	grams that cannot be completed on time create a disincentive to pursue the teaching profession.  e institution fully meets this standard because it offers all required courses each year.				
ran	n Evaluation				
	aduate outcomes. The institution tracks graduate outcomes such as employment and tention.	0			
	e institution fails to meet this standard. Documents obtained from the institution indicate that the institution does t survey either districts or graduates regarding job performance.				
or :	aduates' effectiveness. The institution fully utilizes any available data provided by the state school districts to measure the effectiveness of its teacher graduates in order to make ogram improvements.	0			
mak The	roring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision king and accountability in preparing teachers.  e institution fails to meet this standard. Documents obtained from the institution indicated that the institution does t regularly collect data regarding the academic performance of its graduates' students.				
lty					
	culty expertise. The institution mirrors the scholarship practiced in other fields by not pecting faculty members to teach multiple disparate disciplines.	0			
edu The	ly the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of acation, human learning and secondary biology methods.  e institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning tructors to teach coursework in disparate fields of study, such as courses in foundations of education and methods.				
2.	These standards pertain to preparation of elementary teachers. They were not evaluated because they are not relevant to secondary teacher preparation.				
ara	ation Specific to Secondary Teachers				
	gh school preparation. <i>The institution requires an academic major of its high school</i> acher candidates that is equivalent in rigor to that of non-education majors.	0			
All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.					
The institution fails to meet this standard because secondary teacher candidates are not required to complete sufficient undergraduate coursework in their subject areas.					
und s: <table-cell></table-cell>					

### 34. Secondary methods. *The institution provides appropriate preparation for secondary teacher candidates in content area methods.*



Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.

The institution nearly meets the standard because it requires methods courses specific to subject areas for more than half of its secondary certification programs.

35-39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.



#### **Concordia University Chicago**

River Forest, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

D

While the institution plays the pivotal role it should in the selection of cooperating teachers for student teachers, the preparation offered by elementary teachers program is in need of improvement. Specifically, reading and mathematics preparation is only partially adequate, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 32

Summary of Ratings								
1	Selective admissions	•	19	Cognitive psychology	NR			
2	Serious coursework		20	Classroom management				
3	Exit exams		21	Special education				
4	Understanding diversity	NR	22	Preparation efficiency				
5	Learning standards		23	Course frequency				
6	English language learners		24	Graduate outcomes	$\bigcirc$			
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$			
8	Integrating technology		26	Faculty expertise	$\bigcirc$			
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$			
11	Training model	NR	28a	Reading instruction				
12	Early field work		28b	Reading instruction				
13	Full-time student teaching		29	Elementary math				
14	Aligned student teaching		30	Math methods	•			
15	Student teaching placements		31	Other methods	•			
16	Back-up degree		32	Middle school preparation				

#### Selectivity

Classroom assessments

17

1. Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Concordia University Chicago is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its College of Education. Because the college's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

•

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution partly meets this standard because only a moderate portion of assignments do not reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

 $\subset$ 

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution partially meets the standard because only one of the reviewed non-reading courses addressing teaching strategies requires one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.earners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that two courses include coverage of education policy challenges.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

•

Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution partially meets the standard because only a minority of the reviewed courses addressing teaching strategies requires one or more assignments that teacher candidates plan instruction with technology applications.

9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We were unable to identify much in the way of coursework, required or elective, or other institutional characteristics, such as an opportunity to study abroad or a high proportion of foreign students, that would more fully prepare the institution's graduates to teach in a global society.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Concordia University Chicago's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 

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Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution does not meet the standard because it allows that teacher candidates take other coursework during the student teaching experience, preventing teacher candidates from fully dedicating themselves to the important task and challenge of apprentice teaching.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution fully meets the standard for having asserted its critical role in the selection of cooperating teachers, ensuring that they have demonstrated the ability to both increase student learning and mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful. The institution meets only a small part of this standard because its concentration allows coursework in a combination of disciplines rather than in one discipline, with the result that a teacher candidate would face at least a year's work to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 75 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.	•				
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution only partially meets this standard. While it has established a coherent design for instruction on classroom management, it is not targeted to the elementary grade levels at which the candidates intend to teach.					
21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.	•				
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.					
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•				
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 35 hours of professional coursework (not including student teaching).					
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.					
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.					
Pro	gram Evaluation					
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	0				
	The institution fails to meet this standard. Documents obtained from the institution indicate that the institution does not survey either districts or graduates regarding job performance.					
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0				
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.					

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in foundations of education and methods.

## **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates* receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, American history, world history, world cultures, art history, and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 

•

The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers three of the five of the components of effective reading instruction (phonics, vocabulary, and comprehension), but does not address phonemic awareness and fluency. We identified three required textbooks that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution meets the standard because both required courses cover one or more components of effective reading instruction

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution only partly meets this standard because it falls well short of providing the amount of coursework necessary to ensure that all essential topics are adequately covered.

30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for elementary mathematics does not address the topic in sufficient depth.



31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 

•

Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution only partially meets the standard because the amount of required coursework specifically addressing teaching strategies in social studies, language arts/writing and science is insufficient.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





## **Concordia University Chicago**

River Forest, Illinois

## 2010 UNDERGRADUATE SPECIAL EDUCATION Teacher Preparation Program Design

D+

While the institution plays the pivotal role it should in the selection of cooperating teachers for student teachers, the design of this preparation program needs improvement in critical areas: both reading and mathematics preparation are only partially adequate, and the institution fails to ensure that special education teacher candidates receive the liberal arts education that best equips them to assist in teaching the Illinois K-9 curriculum. Special Education Teacher Production (2009): 10

Sum	mary of Ratings				
1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams	$\bigcirc$	22	Preparation efficiency	
4	Understanding diversity	NR	23	Course frequency	
7	Education issues	NR	24	Graduate outcomes	$\bigcirc$
9	Assistive technology		25	Graduates' effectiveness	
10	Global perspective	NR	26	Faculty expertise	
11	Training model	NR	35	Broad subject preparation	$\bigcirc$
12	Early field work		36a	Reading instruction	
13	Full-time student teaching	$\bigcirc$	36b	Reading instruction	
14	Aligned student teaching		37	Elementary math	
15	Student teaching placements		38	Special education pedagogy	NR
18	Special education assessment	•	39	Teacher production	NR
Sele	ctivity				

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Concordia University Chicago is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its College of Education. Because the college's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

•

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution partly mosts this standard because only a moderate parties of assignments do not reflect a serious.

The institution partly meets this standard because only a moderate portion of assignments do not reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

С

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

## Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 6. This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that two courses include coverage of education policy challenges.



- 8. This standard pertains to instruction on the use of technology. It was not evaluated because we evaluated special education programs on instruction on the use of assistive technology (see Standard 9).
- 9. Assistive technology. *The institution ensures that special education teacher candidates are adequately prepared on the uses of assistive technologies.*

Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities.

The institution meets this standard because teacher candidates are introduced to the appropriate use of assistive technologies for students with special needs.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We were unable to identify much in the way of coursework, required or elective, or other institutional characteristics, such as an opportunity to study abroad or a high proportion of foreign students, that would more fully prepare the institution's graduates to teach in a global society.

## **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Concordia University Chicago's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution does not meet the standard because it allows that teacher candidates take other coursework during the student teaching experience, preventing teacher candidates from fully dedicating themselves to the important task and challenge of apprentice teaching.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution fully meets the standard for having asserted its critical role in the selection of cooperating teachers, ensuring that they have demonstrated the ability to both increase student learning and mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to special education teacher preparation.

## **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. *The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.*



Assessment data is essential to writing educational goals for students with special needs and monitoring their progress.

The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 75 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution only partially meets this standard. While the coursework is appropriately targeted to the special education grade levels at which the candidates intend to teach, it is too disparate, spread out over three courses.



21.	This standard pertains to the preparation of general classroom teachers on the foundations of special education. It is not evaluated because it is not relevant to the preparation of special education teachers.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching. The institution only partially meets the standard. The number of required semester hours to complete the professional sequence slightly exceeds an acceptable level (57 semester hours). The program requires 58 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Prog	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	0
	The institution fails to meet this standard. Documents obtained from the institution indicate that the institution does not survey either districts or graduates regarding job performance.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.	
Facı	ılty	
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	$\bigcirc$
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in foundations of education and methods.	
27-3	4. These standards pertain to the preparation of elementary and secondary teachers. They were not evaluated because they are not relevant to special education teacher preparation.	
Datin	Strong docign Monte standard Marks monte standard Marks meets standard Marks a small next of standard	
rating	Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard Partly meets standard Partly meets standard NR Not rated	

## **Preparation Specific to Special Education Teachers**

## 35. Broad subject preparation. *The institution ensures that special education teacher candidates receive a broad liberal arts education.*

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content special education teachers need (including world/American literature, children's literature, American history, world history, world cultures, art history, and music history).

# 36a. Reading instruction. *The institution prepares special education teacher candidates in the essential components of effective reading instruction.*



All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the research-based strategies shown to dramatically reduce the number of children needing remediation in reading.

The institution does not fully meet the standard because its coursework covers three of the five of the components of effective reading instruction (phonics, vocabulary, and comprehension), but does not address phonemic awareness and fluency. We identified three required textbooks that did not support effective reading instruction.

# 36b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.*



. All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution meets the standard because both required courses cover one or more components of effective reading instruction.

# 37. Elementary math. *The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers.*



Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics. The institution only partly meets this standard because it falls well short of providing the amount of coursework necessary to ensure that all essential topics are adequately covered.

# 38. Special education pedagogy. *The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.*

NR

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).



39. Teacher production. *The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.* 

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related to this standard for Concordia University Chicago's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).

# **DePaul University**School of Education

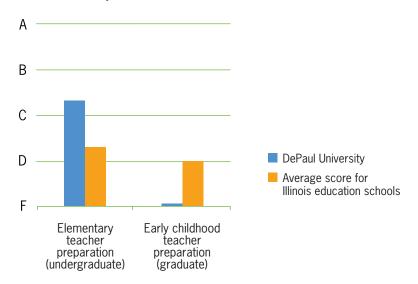
Chicago, Illinois

**Elementary Teacher Preparation** (Undergraduate) Early Childhood Teacher Preparation (Graduate)

C+

## **Program Grades**

DePaul University



<b>Total Teacher Production</b> (2009):	High Producer	445
Early Childhood (Undergraduate):		24
Elementary (Undergraduate):		167
Secondary (Undergraduate):		127
Special Education (Undergraduate):		35
Early Childhood (Graduate):		4
Elementary (Graduate):		34
Secondary (Graduate):		3
Special Education (Graduate):		51
Data provided by the Illinois State Board of Education		

Educa	tion Sc	thool Specialized Accred	ol Specialized Accreditation: NCATE ✓ TEAC None   Illinois State Accreditation ✓					
Under	gradua	ate Tuition: \$\$\$\$\$	Grad	uate Tuition: \$\$\$\$\$				
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 — \$14,999 \$15.000 — \$19.999	\$\$\$\$ \$\$\$\$\$	\$20,000 - \$24,999 \$25,000 - \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000		



## **DePaul University**

Chicago, Illinois

## 2010 GRADUATE EARLY CHILDHOOD Teacher Preparation Program Design

F

The design of this program is in serious need of improvement. Specifically, both reading and mathematics preparation are extremely inadequate, the institution does not play the pivotal role it should in the selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-3 curriculum. Early Childhood Teacher Production (2009): 60

Sumi	mary of Ratings				
1	Selective admissions	$\bigcirc$	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams		21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	•
5	Learning standards		23	Course frequency	•
6	English language learners		24	Graduate outcomes	•
7	Education issues	NA	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	
11	Training model	NR	27	Broad subject preparation	$\bigcirc$
12	Early field work		28a	Reading instruction	$\bigcirc$
13	Full-time student teaching	?	28b	Reading instruction	NA
14	Aligned student teaching		29	Elementary math	$\bigcirc$
15	Student teaching placements		30	Math methods	
17	Classroom assessments	•	31	Other methods	•

## Selectivity

1. Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.

 $\bigcirc$ 

The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

The education school fails to meet this standard. It relies only on the state's requirement that applicants must pass a basic skills test, failing to ensure that only those candidates who are at or above the 50th percentile of the collegegoing population are admitted. Consequently, its applicants may not be able to meet the academic demands of teaching.

2. Serious coursework. The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.

•

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's early childhood generalist test to determine if its early childhood teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

## Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because most of the reviewed non-reading courses assessing teaching strategies have one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.



7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NA

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to early childhood teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of DePaul University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 

?

Student teaching should allow a full immersion absent the distraction of other coursework obligations. We could not determine the nature of the guidance DePaul gives to students regarding course work during student teaching.

14. Aligned student teaching. The institution designs student teaching to have a local experience of sufficient length.



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert* cooperating teachers from its partner schools.



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

## **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive. The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to early childhood teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key* principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 25 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the early childhood grade levels at which the candidates intend to teach.



21.	Special education. The institution provides an orientation to special education targeted to the
	grade levels at which the candidate intends to teach.

All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution only partially meets this standard. While the coursework is appropriately targeted to the candidates' relevant grade levels (elementary or secondary), it is too disparate, spread out over three courses.

22. Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching. The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 48 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.

#### **Program Evaluation**

24. Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

Ratings: 🙀 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕕 Partly meets standard 🕛 Meets a small part of standard

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

## **Preparation Specific to Early Childhood Teachers**

 Broad subject preparation. The institution requires that early childhood teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to early childhood grades.

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

Because the institution's transcript review requirements were unclear, we assumed that the standards for its incoming graduate students are identical to the analogous program at the undergraduate level. That program does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content early childhood teachers need (including world/American literature, world history, world cultures, art history, and music history).

28a. Reading instruction. *The institution prepares early childhood teacher candidates in the essential components of effective reading instruction.* 

The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

NA

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

Because we could not find adequate evidence of the science of reading being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 

 $\bigcirc$ 

Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of early childhood mathematics topics.

30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for early childhood mathematics does not address the topic in sufficient depth.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.



- 32. This standard pertains to preparation for an endorsement to teach middle school. It was not evaluated because it is not relevant to early childhood teacher preparation.
- 33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.



## **DePaul University**

Chicago, Illinois

## 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

C+

While its university's selectivity, the programs's coverage of issues relevant to teaching in 21st century classrooms, and relatively strong mathematics preparation enhance the design of this preparation program for elementary teachers, other critical elements are in need of improvement. Specifically, preparation in reading is extremely inadequate, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and the institution only partially ensures that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 176

Sumi	mary of Ratings				
1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams	$\bigcirc$	21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	
5	Learning standards		23	Course frequency	
6	English language learners		24	Graduate outcomes	
7	Education issues	NR	25	Graduates' effectiveness	
8	Integrating technology		26	Faculty expertise	
10	Global perspective	NR	27	Broad subject preparation	
11	Training model	NR	28a	Reading instruction	$\bigcirc$
12	Early field work		28b	Reading instruction	$\bigcirc$
13	Full-time student teaching	?	29	Elementary math	
14	Aligned student teaching		30	Math methods	
15	Student teaching placements	$\bigcirc$	31	Other methods	
16	Back-up degree		32	Middle school preparation	
17	Classroom assessments				

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

DePaul's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purposes.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's early childhood generalist test to determine if its early childhood teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

## Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because most of the reviewed non-reading courses assessing teaching strategies have one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges



8. Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.



Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the

NR

The world has shrunk. Recognition of that fact should pervade the campus.

institution, including teacher candidates.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates must take a 3-course Self, Society, and the Modern World requirement, and foreign language coursework through the intermediate (106) level is only required for students in the College of Liberal Arts and Sciences. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

## **Practice Teaching**

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctg.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of DePaul University's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.

?

Student teaching should allow a full immersion absent the distraction of other coursework obligations. We could not determine the nature of the guidance DePaul gives to students regarding course work during student teaching.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution fully meets this standard because all of its elementary teacher candidates are required to complete a substantial concentration in a single, non-education subject, meaning that less than an additional semester's work would be necessary to graduate under an alternative degree.

## **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted
	to the grade levels at which the candidate intends to teach.

•

Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 44 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.

#### **Program Evaluation**

24. Graduate outcomes. *The institution tracks graduate outcomes such as employment and retention.* 



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 

 $\bigcirc$ 

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, world history, world cultures, art history, and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 

 $\bigcirc$ 

The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified two required textbooks that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses – not just some courses – should impart the research-based content that is necessary for teaching all children to read.

The institution does not meet the standard because only one the required courses covers one or more components of effective reading instruction.

29. Elementary math. The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

While the institution provides a sufficient number of mathematics courses it does not fully meet this standard because of the design of the coursework.

30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.



31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 

Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution only partially meets the standard because all of the certification areas for middle school teachers are insufficiently rigorous in their design. The institution should not qualify middle school teachers without either a major in their certification area or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.



# **Dominican University**

## **School of Education**

River Forest, Illinois

Early Childhood Teacher Preparation (Undergraduate)

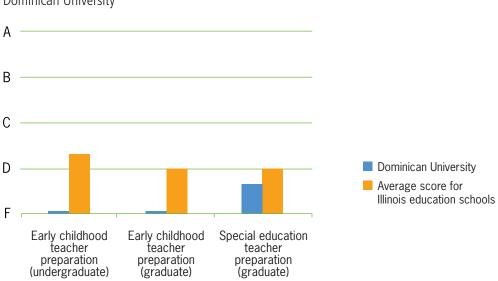
F
Early Childhood Teacher Preparation (Graduate)

F
Special Education Teacher Preparation (Graduate)

D-

## **Program Grades**

Dominican University



<b>Total Teacher Production</b> (2009):	Low Producer 88
Early Childhood (Undergraduate):	5
Elementary (Undergraduate):	7
Secondary (Undergraduate):	5
Special Education (Undergraduate):	5
Early Childhood (Graduate):	3
Elementary (Graduate):	13
Secondary (Graduate):	7
Special Education (Graduate):	38
Data provided by the Illinois State Board of Education	

Educa	tion Sc	chool Specialized Accre	ditation: NCAT	TE TEAC No	ne 🗸   Illino	is State Accreditation 🗸
Under	gradua	ate Tuition: \$\$\$\$	Graduat	e Tuition: \$\$\$		
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999		20,000 — \$24,999 25,000 — \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000



## **Dominican University**

River Forest, Illinois

## 2010 GRADUATE EARLY CHILDHOOD Teacher Preparation Program Design

F

While coverage of issues relevant to teaching in 21st century classrooms is a strength in the design of this program, it cannot compensate for the program's serious weaknesses. Specifically, both reading and mathematics preparation

Juli	nmary of Ratings				
1	Selective admissions	$\bigcirc$	19	Cognitive psychology	NF
2	Serious coursework		20	Classroom management	
3	Exit exams	$\bigcirc$	21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	
5	Learning standards		23	Course frequency	
5	English language learners		24	Graduate outcomes	
7	Education issues	NA	25	Graduates' effectiveness	
3	Integrating technology		26	Faculty expertise	
1	Training model	NR	27	Broad subject preparation	
2	Early field work		28a	Reading instruction	
3	Full-time student teaching		28b	Reading instruction	N/
4	Aligned student teaching		29	Elementary math	
15	Student teaching placements	$\bigcirc$	30	Math methods	
17	Classroom assessments		31	Other methods	
Sele	ectivity				
	Selective admissions. The institution a			lidates with strong academic records dmission to undergraduate or	
1.	graduate programs.				

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

•

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution partly meets this standard because only a moderate portion of assignments do not reflect a seriousn

The institution partly meets this standard because only a moderate portion of assignments do not reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

С

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's early childhood generalist test to determine if its early childhood teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

## **Preparation for the 21st Century Classroom**

4. Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution partially meets the standard because only a minority of the reviewed non-reading courses addressing teaching strategies contains one or more lectures or assignments on planning instruction that addresses the needs of English language learn



7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NA

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to early childhood teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Dominican University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

## **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to early childhood teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 100 percent of one course.

20. Classroom management. *The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.* 



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the early childhood grade levels at which the candidates intend to teach.



21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.	•
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 34 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Prog	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	0
	The institution fails to meet this standard. Documents obtained from the institution indicate that the institution has not to date completed surveys of either districts or graduates regarding job performance.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.	
Facı	ulty	
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	•
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.	
Rating	gs: 🏫 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕦 Partly meets standard 💍 Meets a small part of standard	
	Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated	

## **Preparation Specific to Early Childhood Teachers** Broad subject preparation. The institution requires that early childhood teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to early childhood grades. Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history. Because the institution's transcript review requirements were unclear, we assumed that the standards for its incoming graduate students are identical to the analogous program at the undergraduate level. That program does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content early childhood teachers need (including world/American literature, world history, world cultures, art history, and music history). 28a. Reading instruction. The institution prepares early childhood teacher candidates in the essential components of effective reading instruction. The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks. Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified one required textbook that did not support effective reading instruction. NA 28b. Reading instruction. The institution ensures that all coursework adheres to the essential components of effective reading instruction. All of an institution's required reading courses – not just some courses – should impart the research-based content that is necessary for teaching all children to read. Because we could not find adequate evidence of the science of reading being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant. 29. Elementary math. The institution provides adequate preparation in the specific mathematics content needed by elementary teachers. Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of early childhood mathematics topics. Math methods. The institution provides appropriate preparation in elementary mathematics methods. Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fails to meet the standard because the course designed to address teaching strategies for early childhood mathematics is wholly inadequate, covering too many other topics. 31. Other methods. The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.

Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution fails to meets the standard because it requires little or no coursework specifically addressing teaching strategies in social studies, language arts/writing and science.



- 32. This standard pertains to preparation for an endorsement to teach middle school. It was not evaluated because it is not relevant to early childhood teacher preparation.
- 33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.



## **Dominican University**

River Forest, Illinois

## 2010 GRADUATE SPECIAL EDUCATION Teacher Preparation Program Design

D-

While relatively strong reading preparation enhances the design of this program, other critical elements are in need of

Sun	nmary of Ratings						
1	Selective admissions	$\bigcirc$	20	Classroom management			
2	Serious coursework		22	Preparation efficiency			
3	Exit exams	$\bigcirc$	23	Course frequency			
4	Understanding diversity	NR	24	Graduate outcomes	$\bigcirc$		
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$		
9	Assistive technology		26	Faculty expertise			
11	Training model	NR	35	Broad subject preparation			
12	Early field work	$\bigcirc$	36a	Reading instruction			
13	Full-time student teaching		36b	Reading instruction	NA		
14	Aligned student teaching		37	Elementary math	$\bigcirc$		
15	Student teaching placements	$\bigcirc$	38	Special education pedagogy	NR		
18	Special education assessment		39	Teacher production	NR		
19	Cognitive psychology	NR					
Sele	ectivity						
1.	Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.						
	The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.  The education school fails to meet this standard. It relies only on the state's requirement that applicants must pass a basic skills test, failing to ensure that only those candidates who are at or above the 50th percentile of the collegegoing population are admitted. Consequently, its applicants may not be able to meet the academic demands of teaching.						

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

•

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution partly meets this standard because only a moderate portion of assignments do not reflect a seriousness

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

## **Preparation for the 21st Century Classroom**

of purpose and require mastery of course content.

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness – it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 6. This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



- 8. This standard pertains to instruction on the use of technology. It was not evaluated because we evaluated special education programs on instruction on the use of assistive technology (see Standard 9).
- 9. Assistive technology. *The institution ensures that special education teacher candidates are adequately prepared on the uses of assistive technologies.*

Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities.

The institution meets this standard because teacher candidates are introduced to the appropriate use of assistive technologies for students with special needs.

10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Dominican University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution fails to meet the standard because field work is not required in the first semester of graduate work.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

 $\bigcirc$ 

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

#### **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.



Assessment data is essential to writing educational goals for students with special needs and monitoring their progress.

The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 100 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets this standard because it provides instruction on classroom management, targeting the special education grade levels at which the candidates intend to teach.

21. This standard pertains to the preparation of general classroom teachers on the foundations of special education. It is not evaluated because it is not relevant to the preparation of special education teachers.



22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 41 hours of professional coursework (not including student teaching).
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.
Pro	gram Evaluation
24.	Graduate outcomes. <i>The institution tracks graduate outcomes such as employment and retention.</i>
	The institution fails to meet this standard. Documents obtained from the institution indicate that the institution has not to date completed surveys of either districts or graduates regarding job performance.
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.
Fac	ulty
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.
27-3	34. These standards pertain to the preparation of elementary and secondary teachers. They were not evaluated because they are not relevant to special education teacher preparation.
Rating	gs: 🏠 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕦 Partly meets standard 🕒 Meets a small part of standard 🔘 Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

#### **Preparation Specific to Special Education Teachers**

35. Broad subject preparation. *The institution ensures that special education teacher candidates receive a broad liberal arts education.* 

 $\bigcirc$ 

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

Because the institution's transcript review requirements were unclear, we assumed that the standards for its incoming graduate students are identical to the analogous program at the undergraduate level. The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content early childhood/elementary teachers need (including world/American literature, children's literature, American history, world history, world cultures, art history, music history and science).

### 36a. Reading instruction. *The institution prepares special education teacher candidates in the essential components of effective reading instruction.*



All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the research-based strategies shown to dramatically reduce the number of children needing remediation in reading.

The institution meets the standard because its coursework covers all five of the components of effective reading

The institution meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency vocabulary and comprehension strategies. All required textbooks address effective reading instruction.

### 36b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.*

NA

. All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The standard does not apply to only one reading course.

## 37. Elementary math. *The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers.*



Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.

### 38. Special education pedagogy. *The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.*

NR

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).



39. Teacher production. *The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.* 

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related to this standard for Dominican University's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).



### **Dominican University**

River Forest, Illinois

#### 2010 UNDERGRADUATE EARLY CHILDHOOD Teacher Preparation Program Design

F

The preparation offered by this program is in serious need of improvement. Specifically, there is extremely inadequate reading and mathematics preparation, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal

	education that best equips them to teach				iction (2009):
Sun	nmary of Ratings				
1	Selective admissions	•	17	Classroom assessments	•
2	Serious coursework		19	Cognitive psychology	NR
3	Exit exams	$\bigcirc$	20	Classroom management	
4	Understanding diversity	NR	21	Special education	
5	Learning standards		22	Preparation efficiency	
6	English language learners	$\bigcirc$	23	Course frequency	
7	Education issues	NR	24	Graduate outcomes	$\bigcirc$
8	Integrating technology		25	Graduates' effectiveness	<ul><li></li></ul>
10	Global perspective	NR	26	Faculty expertise	
11	Training model	NR	27	Broad subject preparation	$\bigcirc$
12	Early field work		28a	Reading instruction	$\bigcirc$
13	Full-time student teaching		28b	Reading instruction	NA
14	Aligned student teaching		29	Elementary math	$\bigcirc$
15	Student teaching placements	$\bigcirc$	30	Math methods	$\bigcirc$
16	Back-up degree		31	Other methods	$\bigcirc$
Sele	ectivity				
1.	Selective admissions. The institution as determined by objective measures graduate programs.			5	C
	The standards for admission into either the insticandidates from only the top half of the college measured by an admissions test commonly used institution should encourage the applications of advanced standing.  Because Dominican is only rated as "select the entrance criteria for admission into its state's minimal requirement that applicant. Candidates will be admitted who are well a unlikely to be able to meet the academic did	population and d for entry into g strong candida tive" in its adn School of Educ s pass a basic below the 50th	select graduate tes by wan missions mation. B skills tes h percen	aduate teacher candidates with a similar standa studies. At both the undergraduate and graduat siving content course requirements for candidate by U.S. News and World Report, NCTQ also ecause the school's requirements only conf it, it meets only a small part of the standard	ard as the levels, the tes with the checked the corm to the the

Ratings:	☆ Strong design	Meets standard	Nearly meets stand	dard Partly mee	ts standard (	• Meets a small part of standard
	Fails to meet sta	andard ? Data insuf	ficient for a final rating	<b>NA</b> Not applicable	NR Not rate	d

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

 $\subset$ 

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's early childhood generalist test to determine if its early childhood teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution fails to meet the standard because none of the reviewed non-reading courses addressing teaching strategies contains any assignments or lectures on planning instruction that addresses the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.



8. Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.



Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to early childhood teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates can take various courses focusing on global perspectives, and undergraduate early childhood candidates are required to take 2 courses in a foreign language. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### Practice Teaching

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois

(www.nctg.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Dominican University's placement practices with those of education schools in its vicinity. 12. Early field work. The institution exposes teacher candidates to field work early on in their



preparation. Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their

suitability for it when the stakes are low. The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful. The institution meets only a small part of this standard because its concentration allows coursework in a combination of disciplines rather than in one discipline, with the result that a teacher candidate would face at least a year's work to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to early childhood teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 100 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution only partially meets this standard. While the coursework is appropriately targeted to the early childhood grade levels at which the candidates intend to teach, it is too disparate, spread out over 3 courses.
21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 32 hours of professional coursework (not including student teaching).
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.
Prog	gram Evaluation
24.	Graduate outcomes. <i>The institution tracks graduate outcomes such as employment and retention.</i>
	The institution fails to meet this standard. Documents obtained from the institution indicate that the institution has not to date completed surveys of either districts or graduates regarding job performance.
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

Ratings: 🗙 Strong design 🌑 Meets standard 🗨 Nearly meets standard 🕦 Partly meets standard 🕦 Meets a small part of standard

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Early Childhood Teachers**

27. Broad subject preparation. *The institution requires that early childhood teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to early childhood grades.* 

 $\subset$ 

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content early childhood teachers need (including world/American literature, children's literature, American history, world history, world cultures, art history, music history and science).

28a. Reading instruction. *The institution prepares early childhood teacher candidates in the essential components of effective reading instruction.* 

 $\circ$ 

The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified two required textbooks that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

NA

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

Because we could not find adequate evidence of effective reading instruction being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 

0

Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of early childhood mathematics topics.



30.	Math methods. The institution provides appropriate preparation in elementary mathematics methods.	0
	Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own.  The institution fails to meet the standard because the course designed to address teaching strategies for early childhood mathematics is wholly inadequate, covering too many other topics.	
31.	Other methods. The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.	0
	Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.  The institution fails to meets the standard because it requires little or no coursework specifically addressing teaching strategies in social studies, language arts/writing and science.	
32.	This standard pertains to preparation for an endorsement to teach middle school. It was not evaluated because it is not relevant to early childhood teacher preparation.	
33-3	39. These standards pertain to the preparation of secondary and special education teachers.  They were not evaluated because they are not relevant to elementary teacher preparation.	

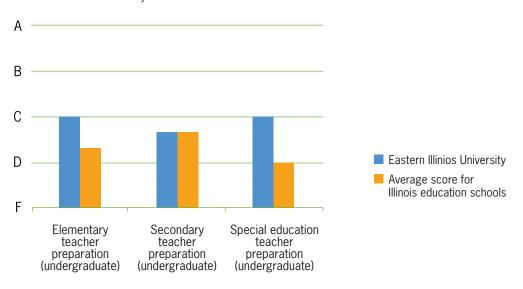
# **Eastern Illinois University**College of Education and Professional Studies

Charleston, Illinois

Elementary Teacher Preparation (Undergraduate)	C
Secondary Teacher Preparation (Undergraduate)	C-
Special Education Teacher Preparation (Undergraduate)	C

#### **Program Grades**

Eastern Illinois University



Total Teacher Production (2009):	High Producer	680
Early Childhood (Undergraduate):		66
Elementary (Undergraduate):		247
Secondary (Undergraduate):		167
Special Education (Undergraduate):		197
Elementary (Graduate):		1
Secondary (Graduate):		2
Data provided by the Illinois State Board of Education		

Education School Specialized Accreditation: NCATE ✓ TEAC None Illinois State Accreditat					is State Accreditation 🗸		
Under	gradua	te Tuition: \$	Grad	uate Tuition: \$			-
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999	\$\$\$\$ \$\$\$\$\$	\$20,000 - \$24,999 \$25,000 - \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 – \$34,999 \$35,000 – \$50,000	_



### **Eastern Illinois University**

Charleston, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

C

On a number of fronts, this elementary program has demonstrated leadership and initiative to develop high-quality teacher preparation. The strength of the design of its elementary program is enhanced by its coverage of issues relevant to teaching in 21st century classrooms, strong reading preparation and fairly strong mathematics preparation. One critical element still in need of improvement is the means to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 322

Sum	mary of Ratings				
1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	$\Diamond$
3	Exit exams		21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	•
5	Learning standards		23	Course frequency	•
6	English language learners		24	Graduate outcomes	•
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	•
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	•
12	Early field work		28b	Reading instruction	
13	Full-time student teaching		29	Elementary math	
14	Aligned student teaching	$\Diamond$	30	Math methods	
15	Student teaching placements		31	Other methods	•
16	Back-up degree		32	Middle school preparation	
17	Classroom assessments	•			

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Eastern Illinois is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its College of Education and Professional Studies. Because the college has no requirement that only those who are at or above the 50th percentile of the college-going population shall be admitted, its applicants may not be able to meet the academic demands of teaching. It fails to meet this standard.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purposes.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. *The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.* 



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because most of the reviewed non-reading courses assessing teaching strategies have one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates can take various courses pertaining to global perspectives, and students must take two college level courses in a foreign language (or high school equivalent). Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Eastern Illinois University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

## 14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.*



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

## 15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.*



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution only partly meets the standard because while it does assert its critical role in the selection of cooperating teachers, it does not ensure that principals are given guidelines to select cooperating teachers who have demonstrated the ability to both increase student learning and mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution meets only a small part of this standard because its concentration allows coursework in a combination of disciplines rather than in one discipline, with the result that a teacher candidate would face at least a year's work to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard because it does not address the use of classroom assessment in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 67 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.	$\uparrow$
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.	
21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.	0
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution does not meet this standard because it has not established a coherent design for delivering special education instruction, including not having targeted the coursework to the candidates' relevant grade levels.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 39 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Prog	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.	

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, American history, world history, music history and art history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. Although this program full addresses effective reading instruction, we identified three textbooks that did not support this instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution meets the standard because all three required courses cover one or more components of effective reading instruction.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not fully meet this standard because it simply does not require a sufficient number of courses to allow for adequate coverage of the essential topics.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for elementary mathematics does not address the topic in sufficient depth.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





### **Eastern Illinois University**

Charleston, Illinois

#### 2010 UNDERGRADUATE SECONDARY Teacher Preparation Program Design

C-

On a number of fronts, this institution has demonstrated leadership and initiative to develop high-quality teacher preparation. However, subject area preparation requirements for secondary teacher candidates in the sciences and social sciences are inadequate. As noted in a rating comment, while flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher candidate preparation in these areas, it is still incumbent upon the institution to require that its graduates take sufficient coursework in enough subject areas to achieve some minimal level of competence. Secondary Teacher Production (2009): 201

#### **Summary of Ratings**

1	Selective admissions	•	15	Student teaching placements	•
2	Serious coursework		17	Classroom assessments	
3	Exit exams		19	Cognitive psychology	NR
4	Understanding diversity	?	20	Classroom management	$\Diamond$
5	Learning standards	NR	21	Special education	
6	English language learners	NR	22	Preparation efficiency	
7	Education issues	NR	23	Course frequency	
8	Integrating technology	NR	24	Graduate outcomes	
10	Global perspective	NR	25	Graduates' effectiveness	$\bigcirc$
11	Training model	NR	26	Faculty expertise	
12	Early field work		33	High school preparation	
13	Full-time student teaching		34	Secondary methods	
14	Aligned student teaching	$\Diamond$			

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Eastern Illinois is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its College of Education and Professional Studies. Because the college has no requirement that only those who are at or above the 50th percentile of the college-going population shall be admitted, its applicants may not be able to meet the academic demands of teaching. It fails to meet this standard.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose

and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

While we acknowledge that flawed state regulation explains the prevalence of poorly designed secondary programs across Illinois, the institution only partly meets this standard. When state regulations are demonstrably inadequate, It is incumbent upon the institution to exceed inadequate state standards in science and social science by requiring candidates to pass appropriate exit assessments in each subject and it does not do so.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

?

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. *Where relevant, the institution incorporates the state's student learning standards into the preparation program.* 

NR

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.

NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.

NR

Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.

This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates can take various courses pertaining to global perspectives, and students must take two college level courses in a foreign language (or high school equivalent). Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### Practice Teaching

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctg.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Eastern Illinois University's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

## 14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.*



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

### 15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.*



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution only partly meets the standard because while it does assert its critical role in the selection of cooperating teachers, it does not ensure that principals are given guidelines to select cooperating teachers who have demonstrated the ability to both increase student learning and mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution only partially meets the standard because it does not address standardized testing and using assessment data to drive instruction in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to secondary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 75 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the secondary grade levels at which the candidates intend to teach.



21.	
	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 16 hours of professional coursework (not including student teaching).
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.
Prog	ram Evaluation
24.	Graduate outcomes. <i>The institution tracks graduate outcomes such as employment and retention.</i>
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.
Facu	lty
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.
	2. These standards pertain to preparation of elementary teachers. They were not evaluated

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

#### **Preparation Specific to Secondary Teachers**

33. High school preparation. *The institution requires an academic major of its high school teacher candidates that is equivalent in rigor to that of non-education majors.* 

•

All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

While the course requirements in most of the certification areas for secondary teachers appear to be sound, the institution only partly meets the standard because of inadequate course requirements in two subject areas, science and social studies. Acknowledging that flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher preparation in both science and social studies, it is still incumbent upon the institution to require that its graduates take enough coursework in these broad subject areas to achieve some minimal level of competence.

34. Secondary methods. *The institution provides appropriate preparation for secondary teacher candidates in content area methods.* 



Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.

The institution fully meets the standard because it requires methods courses specific to subject areas for all secondary teacher candidates.

35-39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.



#### **Eastern Illinois University**

Charleston, Illinois

#### 2010 UNDERGRADUATE SPECIAL EDUCATION Teacher Preparation Program Design

C

On a number of fronts, this institution has demonstrated leadership and initiative to develop high-quality teacher preparation. While strong reading preparation and fairly strong mathematics preparation enhance the design of this special education program, the institution does not ensure that teacher candidates receive the liberal arts education needed to assist in teaching the Illinois K-9 curriculum. Special Education Teacher Production (2009): 185

Julillially of Natilitys	Summary	of	<b>Ratings</b>
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1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams		22	Preparation efficiency	$\bigcirc$
4	Understanding diversity	NR	23	Course frequency	•
7	Education issues	NR	24	Graduate outcomes	•
9	Assistive technology		25	Graduates' effectiveness	$\bigcirc$
10	Global perspective	NR	26	Faculty expertise	
11	Training model	NR	35	Broad subject preparation	$\bigcirc$
12	Early field work		36a	Reading instruction	
13	Full-time student teaching		36b	Reading instruction	$\bigcirc$
14	Aligned student teaching	$\Diamond$	37	Elementary math	
15	Student teaching placements		38	Special education pedagogy	NR
18	Special education assessment		39	Teacher production	NR

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Eastern Illinois is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its College of Education and Professional Studies. Because the college has no requirement that only those who are at or above the 50th percentile of the college-going population shall be admitted, its applicants may not be able to meet the academic demands of teaching. It fails to meet this standard.

and require mastery of course content.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness – it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 6. This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that five courses include coverage of education policy challenges.



- 8. This standard pertains to instruction on the use of technology. It was not evaluated because we evaluated special education programs on instruction on the use of assistive technology (see Standard 9).
- 9. Assistive technology. *The institution ensures that special education teacher candidates are adequately prepared on the uses of assistive technologies.*

Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities.

The institution meets this standard because teacher candidates are introduced to the appropriate use of assistive technologies for students with special needs.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates can take various courses pertaining to global perspectives, and students must take two college level courses in a foreign language (or high school equivalent). Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Eastern Illinois University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

## 14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.*



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution only partly meets the standard because while it does assert its critical role in the selection of cooperating teachers, it does not ensure that principals are given guidelines to select cooperating teachers who have demonstrated the ability to both increase student learning and mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to special education teacher preparation.

#### **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. *The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.*



Assessment data is essential to writing educational goals for students with special needs and monitoring their progress. The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 67 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution only partially meets this standard. While the coursework is appropriately targeted to the special education grade levels at which the candidates intend to teach, it is too disparate, spread out over four courses.

This standard pertains to the preparation of general classroom teachers on the foundations of special education. It is not evaluated because it is not relevant to the preparation of special education teachers.
Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.
With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching. The institution fails to meet the standard. The number of semester hours necessary to complete the professional sequence is well above an acceptable level. The program requires 66 hours of professional coursework (not including student teaching).
Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.
Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.
gram Evaluation
Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.
The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.
Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.
Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.
ulty
Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.
Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.
4. These standards pertain to the preparation of elementary and secondary teachers. They were not evaluated because they are not relevant to special education teacher

#### **Preparation Specific to Special Education Teachers**

35. Broad subject preparation. *The institution ensures that special education teacher candidates receive a broad liberal arts education.* 

 $\bigcirc$ 

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content special education teachers need (including world/American literature, children's literature, American history, world history, music history and art history).

36a. Reading instruction. *The institution prepares special education teacher candidates in the essential components of effective reading instruction.* 



All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the research-based strategies shown to dramatically reduce the number of children needing remediation in reading.

The institution meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. All required textbooks address effective reading instruction.

36b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



. All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution does not meet the standard because only one of two required courses covers one or more components of effective reading instruction.

37. Elementary math. *The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers.* 



Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics. The institution does not fully meet this standard because it simply does not require a sufficient number of courses to allow for adequate coverage of the essential topics.

38. Special education pedagogy. *The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.* 

NR

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).



39. Teacher production. The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

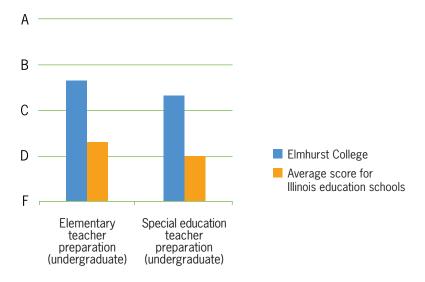
Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related to this standard for Eastern Illinois University's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).

# Elmhurst College Department of Education

Elmhurst, Illinois

**Elementary Teacher Preparation** (Undergraduate) B-Special Education Teacher Preparation (Undergraduate) C+

## **Program Grades** Elmhurst College



Total Teacher Production (2009):	Low Producer	124
Early Childhood (Undergraduate):		7
Elementary (Undergraduate):		47
Secondary (Undergraduate):		24
Special Education (Undergraduate):		36
Early Childhood (Graduate):		10
Data provided by the Illinois State Board of Education		

Education School Specialized Accreditation: NCATE TEAC None ✓   Illinois State Accreditation						
Under	gradua	nte Tuition: \$\$\$\$\$	Graduate Tuition: NA			
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 — \$14,999 \$15.000 — \$19,999	\$\$\$\$ \$20,000 - \$24,999 \$\$\$\$\$ \$30,000 - \$34,999 \$\$\$\$ \$25,000 - \$29,999 \$\$\$\$\$\$ \$35,000 - \$50,000			



#### **Elmhurst College**

Elmhurst, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

B-

Commendably, this college's selectivity, the program's coverage of issues relevant to teaching in 21st century classrooms, and relatively strong mathematics preparation enhance the sound design of this elementary teachers program. However, some critical elements are in need of improvement. Specifically, preparation in reading is only partially adequate, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 65

Summary of Ratings						
1	Selective admissions	•	19	Cognitive psychology	NR	
2	Serious coursework		20	Classroom management		
3	Exit exams		21	Special education		
4	Understanding diversity	NR	22	Preparation efficiency		
5	Learning standards		23	Course frequency		
6	English language learners		24	Graduate outcomes	$\bigcirc$	
7	Education issues	NR	25	Graduates' effectiveness	?	
8	Integrating technology		26	Faculty expertise		
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$	
11	Training model	NR	28a	Reading instruction		
12	Early field work		28b	Reading instruction		
13	Full-time student teaching		29	Elementary math		
14	Aligned student teaching		30	Math methods		
15	Student teaching placements		31	Other methods		
16	Back-up degree		32	Middle school preparation		
17	Classroom assessments					

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Elmhurst's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution mosts this standard because all but a very small portion of assignments reflect a seriousness of pure

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. *The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.* 



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because most of the reviewed non-reading courses assessing teaching strategies have one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.



Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the

NR

The world has shrunk. Recognition of that fact should pervade the campus.

institution, including teacher candidates.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take several courses to complete global society requirement, and students entering Elmhurst with less than 1 year or high school language experience must take a two-course sequence at Elmhurst. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctg.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Elmhurst College's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.



14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution fully meets this standard because all of its elementary teacher candidates are required to complete a substantial concentration in a single, non-education subject, meaning that less than an additional semester's work would be necessary to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 33 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.	•						
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.							
21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.	•						
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.							
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•						
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 47 hours of professional coursework (not including student teaching).							
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•						
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.							
Prog	gram Evaluation							
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	0						
	The institution fails to meet this standard. Information from local school districts in a survey indicate that the institution does not survey either districts or graduates regarding job performance.							
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	?						
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The rating on this standard could not be determined because the institution chose not to supply relevant documentation.							

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, American history, world history, world cultures, art history, music history and science).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers three of the five of the components of effective reading instruction (phonics, fluency, and comprehension), but does not address phonemic awareness and vocabulary. We identified three required textbooks that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution meets the standard because both courses cover one or more components of effective reading instruction.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not fully meet this standard because it simply does not require a sufficient number of courses to allow for adequate coverage of the essential topics.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for elementary mathematics does not address the topic in sufficient depth.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





#### **Elmhurst College**

Elmhurst, Illinois

#### 2010 UNDERGRADUATE SPECIAL EDUCATION Teacher Preparation Program Design

C+

While its university's selectivity in admissions and fairly strong reading preparation enhance the design of this special education program, other critical elements need improvement. Specifically, the institution does not play the pivotal role it should in the selection of cooperating teachers for student teachers and it fails to ensure that teacher candidates receive the liberal arts education needed to assist in teaching the Illinois K-9 curriculum. Special Education Teacher Production (2009): 50

Sum	ımmary of Ratings							
1	Selective admissions	•	19	Cognitive psychology	NR			
2	Serious coursework		20	Classroom management				
3	Exit exams		22	Preparation efficiency	$\bigcirc$			
4	Understanding diversity	NR	23	Course frequency				
7	Education issues	NR	24	Graduate outcomes	$\bigcirc$			
9	Assistive technology		25	Graduates' effectiveness	?			
10	Global perspective	NR	26	Faculty expertise				
11	Training model	NR	35	Broad subject preparation	$\bigcirc$			
12	Early field work		36a	Reading instruction				
13	Full-time student teaching		36b	Reading instruction	$\bigcirc$			
14	Aligned student teaching		37	Elementary math	?			
15	Student teaching placements	$\bigcirc$	38	Special education pedagogy	NR			
18	Special education assessment		39	Teacher production	NR			

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Elmhurst's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.



2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 6. This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



- 8. This standard pertains to instruction on the use of technology. It was not evaluated because we evaluated special education programs on instruction on the use of assistive technology (see Standard 9).
- 9. Assistive technology. *The institution ensures that special education teacher candidates are adequately prepared on the uses of assistive technologies.*

Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities.

The institution meets this standard because teacher candidates are introduced to the appropriate use of assistive technologies for students with special needs.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take several courses to complete global society requirement, and students entering Elmhurst with less than 1 year or high school language experience must take a two-course sequence at Elmhurst. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Elmhurst College's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to special education teacher preparation.

#### **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. *The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.*



Assessment data is essential to writing educational goals for students with special needs and monitoring their progress. The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 33 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the special education grade levels at which the candidates intend to teach.

21.	This standard pertains to the preparation of general classroom teachers on the foundations of special education. It is not evaluated because it is not relevant to the preparation of special education teachers.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	$\bigcirc$
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching. The institution fails to meet the standard. The number of semester hours necessary to complete the professional sequence is well above an acceptable level. The program requires 72 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Pro	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	0
	The institution fails to meet this standard. Information from local school districts in a survey indicate that the institution does not survey either districts or graduates regarding job performance.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	?
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The rating on this standard could not be determined because the institution chose not to supply relevant documentation.	
Faci	ulty	
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	•
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.	
27-3	34. These standards pertain to the preparation of elementary and secondary teachers. They were not evaluated because they are not relevant to special education teacher preparation.	
Rating	gs: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard  Fails to meet standard Data insufficient for a final rating NA Not applicable NR Not rated	

#### **Preparation Specific to Special Education Teachers**

35. Broad subject preparation. *The institution ensures that special education teacher candidates receive a broad liberal arts education.* 

 $\bigcirc$ 

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content special education teachers need (including world/American literature, children's literature, American history, world history, world cultures, art history, music history and science).

36a. Reading instruction. *The institution prepares special education teacher candidates in the essential components of effective reading instruction.* 



All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the research-based strategies shown to dramatically reduce the number of children needing remediation in reading.

The institution meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. Although this program addresses effective reading instruction, we identified two textbooks that did not support this instruction.

36b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



. All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution does not meet the standard because only one of three required courses covers one or more components of effective reading instruction.

37. Elementary math. *The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers.* 



Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics. Despite repeated requests, Elmhurst did not make information for this standard available for review.

38. Special education pedagogy. *The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.* 

NR

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).

39. Teacher production. The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related to this standard for Elmhurst College's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).

### **Erikson Institute**

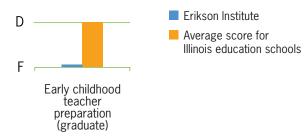
Chicago, Illinois

Early Childhood Teacher Preparation (Graduate)

F

### **Program Grades**

Erikson Institute



Total Teacher Production (2009):	Very Low Producer 17
Early Childhood (Undergraduate):	4
Early Childhood (Graduate):	13
Data provided by the Illinois State Board of Education	

Educa	tion Scl	hool Specialized Accre	ditation: NCATE	TEAC No	one 🗸   Illinoi	is State Accreditation 🗸
Under	gradua	te Tuition: NA	Graduate T	uition: \$\$\$		
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999		00 - \$24,999 00 - \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000



#### **Erikson Institute**

Chicago, Illinois

#### 2010 GRADUATE EARLY CHILDHOOD Teacher Preparation Program Design

F

Innovative coverage of issues relevant to teaching in 21st century classrooms and professional coursework are strengths in the design of this early childhood preparation program, but they cannot compensate for its serious weakness in preparing teachers for their most important instructional tasks. Specifically, preparation in both reading

	uction (2009): Not Available				
Sum	mary of Ratings				
1	Selective admissions	$\bigcirc$	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams	$\bigcirc$	21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	
5	Learning standards		23	Course frequency	
5	English language learners		24	Graduate outcomes	$\bigcirc$
7	Education issues	NA	25	Graduates' effectiveness	$\bigcirc$
}	Integrating technology		26	Faculty expertise	?
1	Training model	NR	27	Broad subject preparation	?
2	Early field work		28a	Reading instruction	$\bigcirc$
3	Full-time student teaching		28b	Reading instruction	NA
4	Aligned student teaching		29	Elementary math	$\bigcirc$
5	Student teaching placements	$\bigcirc$	30	Math methods	
7	Classroom assessments	•	31	Other methods	•
ele	ectivity				
	Selective admissions. <i>The institution a</i> as determined by objective measures graduate programs.				(
	candidates from only the top half of the college measured by an admissions test commonly used institution should encourage the applications of advanced standing. The institute fails to meet this standard. It test, failing to ensure that only those candi	population and for entry into g strong candida relies only on dates who are	select graduate states by water the state at or all	aration program should select undergraduate teaduate teacher candidates with a similar standar studies. At both the undergraduate and graduate iving content course requirements for candidates of selections are selected to the sollege-going eable to meet the academic demands of teachers.	d as e levels, the s with basic skills

2. Serious coursework. The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.

•

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's early childhood generalist test to determine if its early childhood teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because most of the reviewed non-reading courses assessing teaching strategies have one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.



7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NA

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to early childhood teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Erikson Institute's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard. While it provides coverage of key topics, its coverage is likely disjointed because it is spread out among four courses.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to early childhood teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 75 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the early childhood grade levels at which the candidates intend to teach.

21.	Special education. <i>The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.</i>	•
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is below an acceptable level. The program requires 32 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Pro	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	0
	The institution fails to meet this standard. Documents obtained from the institution indicate that the institution does not survey either districts or graduates regarding job performance.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.	
Facı	ulty	
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	?
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.	
Rating	s: Trong design Meets standard Mearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated	

#### **Preparation Specific to Early Childhood Teachers** Broad subject preparation. The institution requires that early childhood teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to early childhood grades. Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history. Score could not be determined because of a lack of information on transcript review. 28a. Reading instruction. The institution prepares early childhood teacher candidates in the essential components of effective reading instruction. The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks. Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified four required textbooks that did not support effective reading instruction. NA 28b. Reading instruction. The institution ensures that all coursework adheres to the essential components of effective reading instruction. All of an institution's required reading courses - not just some courses - should impart the research-based content that is necessary for teaching all children to read. Because we could not find adequate evidence of the science of reading being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant. 29. Elementary math. The institution provides adequate preparation in the specific mathematics content needed by elementary teachers. Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of early childhood mathematics topics. 30. Math methods. The institution provides appropriate preparation in elementary mathematics methods. Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for early childhood mathematics does not address the topic in sufficient depth. 31. Other methods. The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing. Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions. The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. This standard pertains to preparation for an endorsement to teach middle school. It was not evaluated because it is not relevant to early childhood teacher preparation.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.

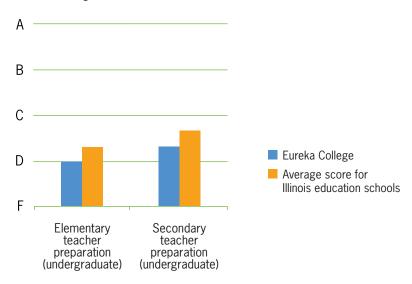
# Eureka College Division of Education

Eureka, Illinois

**Elementary Teacher Preparation** (Undergraduate) Secondary Teacher Preparation (Undergraduate)

D D+

## **Program Grades** Eureka College



Total Teacher Production (2009):	Very Low Producer	46
Elementary (Undergraduate):		23
Secondary (Undergraduate):		14
Special Education (Undergraduate):		9
Data provided by the Illinois State Board of Education		

Educa	tion Sc	hool Specialized Accre	ditation: No	CATE TEAC	None 🗸	Illinois St	ate Accreditation 🗸
Under	gradua	ate Tuition: \$\$\$	Grad	uate Tuition: N	A		
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999	\$\$\$\$ \$\$\$\$\$	\$20,000 - \$24,999 \$25,000 - \$29,999			0,000 — \$34,999 6,000 — \$50,000



#### **Eureka College**

Eureka, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

D

While reading preparation is a strength in the design of this preparation program for elementary teachers, other critical elements are in need of improvement. Specifically, there is only partially adequate mathematics preparation, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 30

Sum	mary of Ratings				
1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	•
3	Exit exams		21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	•
5	Learning standards		23	Course frequency	•
6	English language learners		24	Graduate outcomes	•
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	$\bigcirc$
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	•
12	Early field work		28b	Reading instruction	NA
13	Full-time student teaching		29	Elementary math	
14	Aligned student teaching		30	Math methods	
15	Student teaching placements		31	Other methods	$\bigcirc$
16	Back-up degree		32	Middle school preparation	
17	Classroom assessments				

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Eureka College is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Division of Education. Because the division's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution fails to meet the standard because none of the reviewed non-reading courses addressing teaching strategies contains any assignments or lectures on planning instruction that addresses the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications. The institution is considering technology inititatives that may help better integrate technology in methods coursework.

9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates must complete a global awareness requirement, and there is a 6-8 hr. requirement for foreign language. There are no opportunities for education-focused study abroad. We did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois

practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Eureka College's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution meets only a small part of this standard because its elementary teacher candidates may graduate on time with a degree entailing a general education major if they are unsuccessful at student teaching or withdraw from teacher preparation at it later stages.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard. While it provides coverage of key topics, its coverage is likely disjointed because it is spread out among three courses.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted
	to the grade levels at which the candidate intends to teach.

Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 39 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. *The institution fully meets this standard because it offers all required courses each year.* 

#### **Program Evaluation**

24. Graduate outcomes. *The institution tracks graduate outcomes such as employment and retention.* 



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, world history, world cultures, art history and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 

The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. Although this program full addresses effective reading instruction, we identified one textbook that did not support this instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

NA

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The standard does not apply to only one reading course.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution only partly meets this standard because it falls well short of providing the amount of coursework necessary to ensure that all essential topics are adequately covered.

30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for elementary mathematics does not address the topic in sufficient depth.



31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 

dont

Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution fails to meets the standard because it requires little or no coursework specifically addressing teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 

Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





#### **Eureka College**

Eureka, Illinois

#### 2010 UNDERGRADUATE SECONDARY Teacher Preparation Program Design

D+

This program's design does not require adequate subject area preparation for secondary teacher candidates in the sciences and social sciences. As noted in a rating comment, while flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher candidate preparation in these areas, it is still incumbent upon the institution to require that its graduates take sufficient coursework in enough subject areas to achieve some minimal level of competence. In addition, the institution does not play the pivotal role it should in the selection of the cooperating teacher for student teachers. Secondary teacher production (2009): 13

	Summary	of	Ratin	as
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1	Selective admissions	•	15	Student teaching placements	$\bigcirc$
2	Serious coursework		17	Classroom assessments	
3	Exit exams		19	Cognitive psychology	NR
4	Understanding diversity	?	20	Classroom management	
5	Learning standards	NR	21	Special education	
6	English language learners	NR	22	Preparation efficiency	
7	Education issues	NR	23	Course frequency	
8	Integrating technology	NR	24	Graduate outcomes	
10	Global perspective	NR	25	Graduates' effectiveness	$\bigcirc$
11	Training model	NR	26	Faculty expertise	
12	Early field work		33	High school preparation	
13	Full-time student teaching		34	Secondary methods	
14	Aligned student teaching			-	

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Eureka College is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Division of Education. Because the division's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution mosts this standard because all but a very small portion of assignments reflect a seriousness of pure

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

While we acknowledge that flawed state regulation explains the prevalence of poorly designed secondary programs across Illinois, the institution only partly meets this standard. When state regulations are demonstrably inadequate, It is incumbent upon the institution to exceed inadequate state standards in science and social science by requiring candidates to pass appropriate exit assessments in each subject and it does not do so.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

?

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.

NR

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.

NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.



8. Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.

NR

Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.

This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.

NR

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates must complete a global awareness requirement, and there is a 6-8 hr. requirement for foreign language. There are no opportunities for education-focused study abroad. We did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctg.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Eureka College's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard because it does not address using assessment data to drive instruction in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to secondary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets the standard because it provides instruction on classroom management, targeting the secondary grade levels at which the candidates intend to teach.



21	Consider the first the first that a social section to social secti						
21.	Special education. <i>The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.</i>						
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.						
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.						
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 19 hours of professional coursework (not including student teaching).						
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.						
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.						
Pro	gram Evaluation						
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.						
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.						
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.						
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.						
Fac	ulty						
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	0					
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in methods and educational psychology.						
27-3	32. These standards pertain to preparation of elementary teachers. They were not evaluated because they are not relevant to secondary teacher preparation.						
Rating	gs:  Strong design  Meets standard  Nearly meets standard  Partly meets standard  Meets a small part of standard  Fails to meet standard  NR Not rated						

#### **Preparation Specific to Secondary Teachers**

33. High school preparation. *The institution requires an academic major of its high school teacher candidates that is equivalent in rigor to that of non-education majors.* 

•

All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

While most of the course requirements in the certification areas for secondary teachers appear to be sound, the institution only partly meets the standard because of inadequate course requirements in two subject areas, science and social studies. Acknowledging that flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher preparation in both science and social studies, it is still incumbent upon the institution to require that its graduates take enough coursework in these broad subject areas to achieve some minimal level of competence.

34. Secondary methods. *The institution provides appropriate preparation for secondary teacher candidates in content area methods.* 



Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.

The institution fully meets the standard because it requires methods courses specific to subject areas for all secondary teacher candidates.

35-39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.

### **Governors State University**

#### **College of Education**

University Park, Illinois

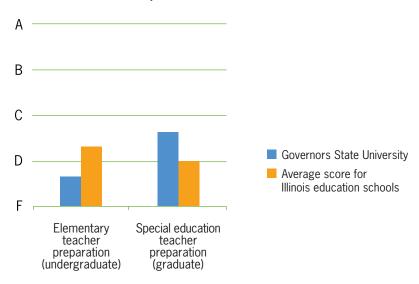
Elementary Teacher Preparation (Undergraduate)

Special Education Teacher Preparation (Graduate)

C-

#### **Program Grades**

Governors State University



Total Teacher Production (2009):	Medium Producer	176
Early Childhood (Undergraduate):		21
Elementary (Undergraduate):		80
Secondary (Undergraduate):		19
Special Education (Graduate):		56
Data provided by the Illinois State Board of Education		

Education School Specialized Accreditation: NCATE 🗸 TEAC None   Illinois State Accreditation 🗸								
Undergraduate Tuition: \$			Grad	uate Tuition: \$				
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999	\$\$\$\$ \$\$\$\$\$	\$20,000 - \$24,999 \$25,000 - \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000		



#### **Governors State University**

University Park, Illinois

#### 2010 GRADUATE SPECIAL EDUCATION Teacher Preparation Program Design

C-

The design of this program is enhanced by its selectivity and strong reading preparation. However, there are critical elements in need of improvement. Mathematics preparation is extremely inadequate, the institution does not play the pivotal role it should in the selection of cooperating teachers for student teachers, and the institution fails to ensure that special education teacher candidates receive the liberal arts education that best equips them to assist in teaching the Illinois K-9 curriculum. Special Education Teacher Production (2009): 47

Summary of Ratings							
1	Selective admissions		20	Classroom management	$\bigcirc$		
2	Serious coursework		22	Preparation efficiency	•		
3	Exit exams	$\bigcirc$	23	Course frequency	•		
4	Understanding diversity	NR	24	Graduate outcomes	•		
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$		
9	Assistive technology		26	Faculty expertise	•		
11	Training model	NR	35	Broad subject preparation	$\bigcirc$		
12	Early field work		36a	Reading instruction	•		
13	Full-time student teaching		36b	Reading instruction	NA		
14	Aligned student teaching	$\bigcirc$	37	Elementary math	$\bigcirc$		
15	Student teaching placements	$\bigcirc$	38	Special education pedagogy	NR		
18	Special education assessment		39	Teacher production	NR		
19	Cognitive psychology	NR					

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

The institution nearly meets the standard. Its college's requirements commendably exceed the state's requirement that all applicants to teacher preparation programs must pass a basic skills test by instead requiring that all applicants take a more appropriate test for admission to a graduate program. However, since its cut-score is below the 50th percentile of the college-going population, its entrance criteria will result in candidates who are unlikely to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purposes.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness – it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 6. This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



- 8. This standard pertains to instruction on the use of technology. It was not evaluated because we evaluated special education programs on instruction on the use of assistive technology (see Standard 9).
- 9. Assistive technology. *The institution ensures that special education teacher candidates are adequately prepared on the uses of assistive technologies.*

Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities.

The institution meets this standard because teacher candidates are introduced to the appropriate use of assistive technologies for students with special needs.

10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Governors State University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution does not meet the standard because, although it is of sufficient length, one of the student teaching experiences offered does not have the potential to be well-aligned with both the instructional expectations teacher candidates will experience as licensed Illinois teachers and with the design of their preparation program.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

 $\bigcirc$ 

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

#### **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.



Assessment data is essential to writing educational goals for students with special needs and monitoring their progress. The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution does not meet the standard. While there is some evidence of instruction on classroom management, it is too disparate, spread out over all methods courses.

21. This standard pertains to the preparation of general classroom teachers on the foundations of special education. It is not evaluated because it is not relevant to the preparation of special education teachers.



22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable. The program requires 37 hours of professional coursework (not including student teaching).
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.
Pro	gram Evaluation
24.	Graduate outcomes. <i>The institution tracks graduate outcomes such as employment and retention.</i>
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.
Fac	ulty
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.
27-3	34. These standards pertain to the preparation of elementary and secondary teachers. They were not evaluated because they are not relevant to special education teacher

Ratings: 🗙 Strong design 🌑 Meets standard 🗨 Nearly meets standard 🕦 Partly meets standard 🕦 Meets a small part of standard

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

preparation.

#### **Preparation Specific to Special Education Teachers**

35. Broad subject preparation. *The institution ensures that special education teacher candidates receive a broad liberal arts education.* 

 $\bigcirc$ 

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

Because the institution's transcript review requirements were unclear, we assumed that the standards for its incoming graduate students are identical to the analogous program at the undergraduate level. The institution does not meet this standard because it does not ensure sufficient coverage of the content special education teachers need.

36a. Reading instruction. *The institution prepares special education teacher candidates in the essential components of effective reading instruction.* 



All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the research-based strategies shown to dramatically reduce the number of children needing remediation in reading.

The institution meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. All required textbooks address effective reading instruction.

36b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

NA

. All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The standard does not apply to only one reading course.

37. Elementary math. *The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers.* 



Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.

38. Special education pedagogy. *The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.* 

NR

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).



39. Teacher production. The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related to this standard for Governors State University's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).



## **Governors State University**

University Park, Illinois

Cummany of Datings

## 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

D-

While mathematics preparation is relatively strong, other elements of the preparation offered by this program are in need of improvement. Specifically, preparation in reading is only partially inadequate, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 63

Sum	mary or kaungs				
1	Selective admissions		19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	$\bigcirc$
3	Exit exams		21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	
5	Learning standards		23	Course frequency	$\bigcirc$
6	English language learners		24	Graduate outcomes	
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	
12	Early field work		28b	Reading instruction	$\bigcirc$
13	Full-time student teaching		29	Elementary math	
14	Aligned student teaching		30	Math methods	
15	Student teaching placements		31	Other methods	
16	Back-up degree		32	Middle school preparation	
17	Classroom assessments	•			

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Governors State University is unrated by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its College of Education. Because the college's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution mosts this standard because all but a very small portion of assignments reflect a seriousness of pure

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### Preparation for the 21st Century Classroom

4. Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. At least half (but only one) of the set of non-reading methods courses selected for review or provided by the institution in response to our findings of fact has at least one assignment on strategies to address the learning needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

•

Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution partially meets the standard because only a minority of the reviewed courses addressing teaching strategies requires one or more assignments that teacher candidates plan instruction with technology applications.

9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may enroll in World/Cultural Geography courses. The General Ed requirements also call for one course in non-western or third world cultures. There is no language requirement. There are no study abroad programs offered, and we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Governors State University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. The institution designs student teaching to have a local experience of sufficient length.

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution does not meet the standard because, although it is of sufficient length, one of the student teaching experiences offered does not have the potential to be well-aligned with both the instructional expectations teacher candidates will experience as licensed Illinois teachers and with the design of their preparation program.

15. Student teaching placements. The institution carefully screens and qualifies expert cooperating teachers from its partner schools.

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful. The institution meets only a small part of this standard because its concentration allows coursework in a combination of disciplines rather than in one discipline, with the result that a teacher candidate would face at least a year's work to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive. The institution only partially meets the standard because it does not address the forms of assessment and using assessment data to drive instruction in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- Cognitive psychology. *The institution requires teacher candidates to understand key* principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 100 percent of one course.



a <sub>l</sub> T	Feacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution does not meet the standard. While there is some evidence of instruction on classroom management, it is	
21 S	too disparate, spread out over all methods courses.	
	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.	•
0 <sup>-</sup>	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.	
	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
re T	Nith no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching. The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 47 hours of professional coursework (not including student teaching).	
	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	$\bigcirc$
T 0	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution does not meet this standard because we were able to identify one or more required courses that are not offered each year (e.g., EDUC 330, a course required for elementary certification, was not offered in a recent fall and spring term).	
Progra	am Evaluation	
	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.	
0	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
m T	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.	

Ratings: 🗙 Strong design 🌑 Meets standard 🗨 Nearly meets standard 🕦 Partly meets standard 🕦 Meets a small part of standard

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

•

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, American history, world history, art history, and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers three of the five of the components of effective reading instruction (fluency, vocabulary, comprehension strategies), but does not address phonemic awareness and phonics. We identified two required textbooks that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution does not meet the standard because only one of two required courses covers one or more components of effective reading instruction.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not fully meet this standard because it simply does not require a sufficient number of courses to allow for adequate coverage of the essential topics.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 

Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.



## **Greenville College**

## **School of Education**

Greenville, Illinois

Elementary Teacher Preparation (Undergraduate)

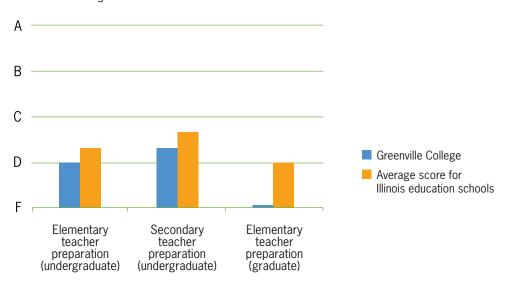
Secondary Teacher Preparation (Undergraduate)

D+
Elementary Teacher Preparation (Graduate)

F

## **Program Grades**

Greenville College



Total Teacher Production (2009):	Low Producer 1	121
Early Childhood (Undergraduate):		7
Elementary (Undergraduate):		39
Secondary (Undergraduate):		11
Special Education (Undergraduate):		18
Elementary (Graduate):		30
Secondary (Graduate):		10
Special Education (Graduate):		6
Data provided by the Illinois State Board of Education		

Educa	tion Sc	hool Specialized Accre	ditation: NCATI	E TEAC	None ✓	Illino	is State Accreditation 🗸
Under	gradua	ate Tuition: \$\$\$\$	Graduate	Tuition: \$			
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 — \$14,999 \$15,000 — \$19,999	1111	0,000 — \$24,999 6,000 — \$29,999	,	\$\$\$\$\$ \$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000



## **Greenville College**

Greenville, Illinois

## 2010 GRADUATE ELEMENTARY Teacher Preparation Program Design

F

The design of this program is in serious need of improvement. Specifically, while practice teaching is strong, both

Sun	nmary of Ratings				
1	Selective admissions	$\circ$	20	Classroom management	•
2	Serious coursework		21	Special education	
3	Exit exams	$\bigcirc$	22	Preparation efficiency	
4	Understanding diversity	NR	23	Course frequency	?
5	Learning standards		24	Graduate outcomes	
6	English language learners		25	Graduates' effectiveness	
7	Education issues	NA	26	Faculty expertise	
8	Integrating technology	$\bigcirc$	27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	$\bigcirc$
12	Early field work		28b	Reading instruction	NA
13	Full-time student teaching		29	Elementary math	$\bigcirc$
14	Aligned student teaching		30	Math methods	
15	Student teaching placements		31	Other methods	
17	Classroom assessments	$\bigcirc$	32	Middle school preparation	?
19	Cognitive psychology	NR			
Sele	ectivity				
1.	Selective admissions. The institution a as determined by objective measures			5	
	graduate programs.		-	-	
	candidates from only the top half of the college measured by an admissions test commonly used institution should encourage the applications of advanced standing. The education school fails to meet this star basic skills test, failing to ensure that only	population and I for entry into g strong candida ndard. It relies those candidat	select gr graduate tes by wa s only on tes who	aration program should select undergraduate tea aduate teacher candidates with a similar standard studies. At both the undergraduate and graduate siving content course requirements for candidates of the state's requirement that applicants must hare at or above the 50th percentile of the cour of not be able to meet the academic demands	l as levels, the with t pass a llege-

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom.

The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because most of the reviewed non-reading courses assessing teaching strategies have one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7.	Education issues. The institution exposes teacher candidates to the most critical education
	issues of the day, notably the achievement gap.

NA

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

 $\bigcirc$ 

Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution fails to meet the standard because none of the reviewed courses addressing teaching strategies contains assignments requiring teacher candidates to plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Greenville College's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution only partly meets the standard because while it does not assert its critical role in the selection of cooperating teachers, it does ensure that principals are given guidelines to select cooperating teachers who have demonstrated the ability to both increase student learning and mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not meet the standard because it does not prepare teachers candidates to understand data and assessment, the nature of classroom and standardized assessments, and how to use data from both classroom and standardized assessments to improve instruction.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.



21.	Special education. <i>The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.</i>	
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 17 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	?
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  It cannot be determined if this institution fully meets this standard.	
Pro	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	$\overline{\bigcirc}$
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.	
Fac	ulty	
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	•
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational	

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard 2 Data insufficient for a final rating NA Not applicable NR Not rated

psychology.

## Preparation Specific to Elementary Teacher Candidates Broad subject preparation. The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades. Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history. Because no transcript review is required, neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, American history, world history, world geography, art history, music history and science). 28a. Reading instruction. The institution prepares elementary teacher candidates in the essential components of effective reading instruction. The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks. Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified two required textbooks that did not support effective reading instruction. NA 28b. Reading instruction. The institution ensures that all coursework adheres to the essential components of effective reading instruction. All of an institution's required reading courses - not just some courses - should impart the research-based content that is necessary for teaching all children to read. Because we could not find adequate evidence of the science of reading being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant. 29. Elementary math. The institution provides adequate preparation in the specific mathematics content needed by elementary teachers. Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics. 30. Math methods. The institution provides appropriate preparation in elementary mathematics methods. Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for elementary mathematics does not address the topic in sufficient depth. 31. Other methods. The institution provides appropriate preparation in methods in elementary

Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

science, social studies and language arts/writing.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.



32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 

?

Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. *Despite repeated requests, information on this standard could not be determined.* 

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





## **Greenville College**

Greenville, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

D

The preparation offered by this program is in need of improvement. Specifically, there is very inadequate reading preparation and extremely inadequate mathematics preparation, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 56

Sumi	mary of Ratings				
1	Selective admissions		19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams	$\bigcirc$	21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	•
5	Learning standards		23	Course frequency	
6	English language learners		24	Graduate outcomes	
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	
12	Early field work		28b	Reading instruction	
13	Full-time student teaching		29	Elementary math	$\bigcirc$
14	Aligned student teaching		30	Math methods	
15	Student teaching placements		31	Other methods	
16	Back-up degree	$\bigcirc$	32	Middle school preparation	?
17	Classroom assessments				

#### Selectivity

1. Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Greenville College is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its School of Education. Because the school's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### Preparation for the 21st Century Classroom

4. Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness – it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution partially meets the standard because only a minority of the reviewed non-reading courses addressing teaching strategies contains one or more lectures or assignments on planning instruction that addresses the needs of English language learn

Education issues. The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Syllabi received from this institution were insufficiently detailed to address this standard.



8. Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.



Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting

NR

an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates can take a cross-cultural elective, and foreign language is required only for students pursuing the B.A. track. There is little information regarding education-focused study abroad opportunities. We did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctg.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Greenville College's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.



14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution only partly meets the standard because while it does not assert its critical role in the selection of cooperating teachers, it does ensure that principals are given guidelines to select cooperating teachers who have demonstrated the ability to both increase student learning and mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution fails to meet this standard because there appears to be no concentration required of candidates, meaning that a teacher candidate would face at least a year's work to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 10 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.	•
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution only partially meets this standard. While it has established a coherent design for instruction on classroom management, it is not targeted to the elementary grade levels at which the candidates intend to teach.	
21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.	•
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 41 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Pro	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.	,
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution, indicated that the institution does	

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard Partly meets standard NR Not rated

not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, world cultures, art history, music history and science).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers two of the five of the components of effective reading instruction (vocabulary and comprehension), but does not address phonemic awareness, phonics, and fluency. We identified two required textbooks that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution meets the standard because both required courses cover one or more components of effective reading instruction.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution currently fails to meet this standard on all counts because it does not provide the amount of coursework necessary to ensure that all essential topics are adequately covered and because the existing coursework is not well designed. A change in the design of the coursework is in process.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

•

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for elementary mathematics does not address the topic in sufficient depth.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 

?

Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. *CBD* 

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





## **Greenville College**

Greenville, Illinois

## 2010 UNDERGRADUATE SECONDARY Teacher Preparation Program Design

D+

This program's design does not require adequate subject-specific methods preparation and subject area preparation requirements for secondary teacher candidates in the sciences and social sciences are inadequate. As noted in a rating comment, while flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher candidate preparation in these areas, it is still incumbent upon the institution to require that its graduates take sufficient coursework in enough subject areas to achieve some minimal level of competence. Secondary Teacher Production (2009): 11

#### **Summary of Ratings**

1	Selective admissions	•	15	Student teaching placements	•
2	Serious coursework		17	Classroom assessments	
3	Exit exams		19	Cognitive psychology	NR
4	Understanding diversity	?	20	Classroom management	
5	Learning standards	NR	21	Special education	
6	English language learners	NR	22	Preparation efficiency	
7	Education issues	NR	23	Course frequency	
8	Integrating technology	NR	24	Graduate outcomes	
10	Global perspective	NR	25	Graduates' effectiveness	
11	Training model	NR	26	Faculty expertise	
12	Early field work		33	High school preparation	
13	Full-time student teaching		34	Secondary methods	
14	Aligned student teaching			-	

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Greenville College is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its School of Education. Because the school's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose

and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

While we acknowledge that flawed state regulation explains the prevalence of poorly designed secondary programs across Illinois, the institution only partly meets this standard. When state regulations are demonstrably inadequate, It is incumbent upon the institution to exceed inadequate state standards in science and social science by requiring candidates to pass appropriate exit assessments in each subject and it does not do so.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

?

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. *Where relevant, the institution incorporates the state's student learning standards into the preparation program.* 

NR

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.

NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

NR

Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.

9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates can take a cross-cultural elective, and foreign language is required only for students pursuing the B.A. track. There is little information regarding education-focused study abroad opportunities. We did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Greenville College's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution only partly meets the standard because while it does not assert its critical role in the selection of cooperating teachers, it does ensure that principals are given guidelines to select cooperating teachers who have demonstrated the ability to both increase student learning and mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to secondary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 20 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution only partially meets this standard. While it has established a coherent design for instruction on classroom management, it is not targeted to the secondary grade levels at which the candidates intend to teach.



21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution only partially meets the standard. The number of required semester hours to complete the professional sequence slightly exceeds an acceptable level (30 semester hours). The program requires 31 hours of professional coursework (not including student teaching).
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.
Prog	gram Evaluation
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.
Facı	ılty
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.
	These standards pertain to preparation of elementary teachers. They were not evaluated

#### **Preparation Specific to Secondary Teachers**

33. High school preparation. *The institution requires an academic major of its high school teacher candidates that is equivalent in rigor to that of non-education majors.* 

•

All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

While most of the course requirements in the certification areas for secondary teachers appear to be sound, the institution only partly meets the standard because of inadequate course requirements in two subject areas, science and social studies. Acknowledging that flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher preparation in both science and social studies, it is still incumbent upon the institution to require that its graduates take enough coursework in these broad subject areas to achieve some minimal level of competence.

34. Secondary methods. *The institution provides appropriate preparation for secondary teacher candidates in content area methods.* 



Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.

The institution only partly meets the standard because it requires methods courses specific to subject areas for only half of its secondary certification programs.

35-39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.

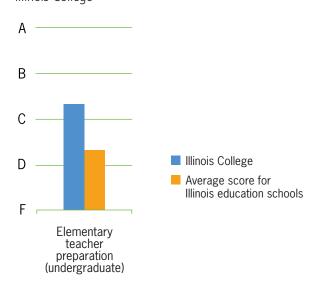
# Illinois College Department of Education

Jacksonville, Illinois

**Elementary Teacher Preparation** (Undergraduate)

C+

# **Program Grades** Illinois College



Total Teacher Production (2009):	Very Low Producer	42
Early Childhood (Undergraduate):		4
Elementary (Undergraduate):		13
Secondary (Undergraduate):		15
Special Education (Undergraduate):		10
Data provided by the Illinois State Board of Education		

Education School Specialized Accreditation: NCATE TEAC None ✓ Illinois State Accreditation ✓									
Undergraduate Tuition: \$\$\$\$			Graduate Tuition: NA						
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999	1 1 1 1 1	0,000 — \$24,999 5,000 — \$29,999			\$30,000 - \$34,999 \$35,000 - \$50,000		



## **Illinois College**

Jacksonville, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

C+

While its college's selectivity and the program's relatively strong mathematics preparation enhance the design of this program for elementary teachers, other critical elements are in need of improvement. Specifically, preparation in reading is only partially adequate and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 16

1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams	$\bigcirc$	21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	
5	Learning standards		23	Course frequency	
6	English language learners		24	Graduate outcomes	
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	
12	Early field work		28b	Reading instruction	$\bigcirc$
13	Full-time student teaching		29	Elementary math	
14	Aligned student teaching		30	Math methods	$\bigcirc$
15	Student teaching placements		31	Other methods	
16	Back-up degree		32	Middle school preparation	
17	Classroom assessments				

#### Selectivity

1. Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Illinois College's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.

Ratings: Trong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard Partly meets a small part of standard NA Not applicable NR Not rated

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

•

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution partly meets this standard because only a moderate portion of assignments do not reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

 $\subset$ 

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### Preparation for the 21st Century Classroom

4. Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution partially meets the standard because only a minority of the reviewed non-reading courses addressing teaching strategies contains one or more lectures or assignments on planning instruction that addresses the needs of English language learn

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.

Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution partially meets the standard because only a minority of the reviewed courses addressing teaching strategies requires one or more assignments that teacher candidates plan instruction with technology applications.

This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates can take a course in global awareness, but foreign language is not required. There are many study abroad opportunities. We did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctg.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Illinois College's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution only partly meets the standard because while it does assert its critical role in the selection of cooperating teachers, it does not ensure that principals are given guidelines to select cooperating teachers who have demonstrated the ability to both increase student learning and mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution does not fully meet this standard because the coursework required in the concentration is less than a major, meaning that an additional semester's work would be necessary to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution only partially meets the standard because it does not address standardized testing and using assessment data to drive instruction in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 20 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.						
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution only partially meets this standard. While the coursework is appropriately targeted to the elementary grade levels at which the candidates intend to teach, it is too disparate, spread out over three courses.						
21.	Special education. <i>The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.</i>	•					
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.						
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•					
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 37 hours of professional coursework (not including student teaching).						
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•					
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.						
Prog	gram Evaluation						
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•					
	The institution partially meets this standard. Documents obtained from the institution indicate that the institution surveys only its graduates on their job performance and/or retention.						
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0					
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.						

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, American history, world history, world cultures, art history, and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers three of the five of the components of effective reading instruction (fluency, vocabulary, comprehension strategies), but does not address phonemic awareness and phonics. We identified three required textbooks that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution does not meet the standard because only one of two required courses covers one or more components of effective reading instruction.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

While the institution provides a sufficient number of mathematics courses it does not fully meet this standard because of the design of this coursework.



30.	Math methods. The institution provides appropriate preparation in elementary mathematic	CS
	methods	

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fails to meet the standard because the course designed to address teaching strategies for elementary mathematics is wholly inadequate, covering too many other topics.

31. Other methods. *The institution provides appropriate preparation in methods in elementary* science, social studies and language arts/writing.



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

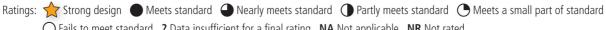
The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. The institution requires rigorous academic coursework of its middle school teacher candidates.

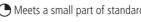


Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.







## Illinois Institute of Technology Department of Mathematics and Science Education

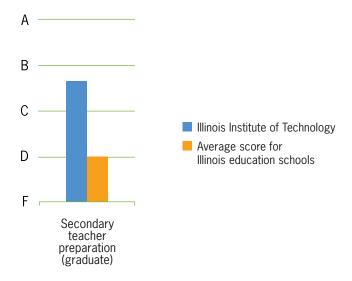
Chicago, Illinois

Secondary Teacher Preparation (Graduate)

B-

#### **Program Grades**

Illinois Institute of Technology



**Total Teacher Production** (2009): Very Low Producer 0

Data provided by the Illinois State Board of Education

\$15,000 - \$19,999

\$\$\$

Education School Specialized Accreditation: NCATE TEAC None ✓   Illinois State Accreditation ✓								
Under	gradua	ate Tuition: NA	Graduate	Tuition: \$	\$\$\$			
Tuition:	\$ \$\$	Less than \$10,000 \$10,000 – \$14,999	\$\$\$\$ \$20, \$\$\$\$ \$25,	000 — \$24,999 000 — \$29,999		\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000	



### Illinois Institute of Technology

Chicago, Illinois

#### 2010 GRADUATE SECONDARY Teacher Preparation Program Design

B-

This institution's secondary program design is enhanced by its strong practice teaching experiences and professional coursework. Most importantly, it provides very strong subject area preparation for secondary candidates in all subjects, including the sciences and social sciences, where flawed state regulations make adequate preparation very difficult. Secondary Teacher Production (2009): Not Available

#### **Summary of Ratings**

1	Selective admissions	$\circ$	15	Student teaching placements	•
2	Serious coursework		17	Classroom assessments	
3	Exit exams		19	Cognitive psychology	NR
4	Understanding diversity	NR	20	Classroom management	
5	Learning standards	NR	21	Special education	
6	English language learners	NR	22	Preparation efficiency	
7	Education issues	NR	23	Course frequency	
8	Integrating technology	NR	24	Graduate outcomes	
11	Training model	NR	25	Graduates' effectiveness	$\bigcirc$
12	Early field work		26	Faculty expertise	
13	Full-time student teaching		33	High school preparation	
14	Aligned student teaching		34	Secondary methods	

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs. 0

The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

The department fails to meet this standard. It relies only on the state's requirement that applicants must pass a basic skills test, failing to ensure that only those candidates who are at or above the 50th percentile of the college-going population are admitted. Consequently, its applicants may not be able to meet the academic demands of teaching.

2. Serious coursework. The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

•

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

While we acknowledge that flawed state regulation explains the prevalence of poorly designed secondary programs across Illinois, the institution only partly meets this standard. When state regulations are demonstrably inadequate, It is incumbent upon the institution to exceed inadequate state standards in science and social science by requiring candidates to pass appropriate exit assessments in each subject and it does not do so.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.

NR

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

 English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners. NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that two courses include coverage of education policy challenges.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

NR

Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Illinois Institute of Technology's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution fully meets the standard for having asserted its critical role in the selection of cooperating teachers, ensuring that they have demonstrated the ability to both increase student learning and mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to secondary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that we could not determine the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the secondary grade levels at which the candidates intend to teach.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.



Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.							
With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 17 hours of professional coursework (not including student teaching).							
Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.							
Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.							
gram Evaluation							
Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.							
The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.							
Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.							
Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.							
ulty							
Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.							
Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.							

#### **Preparation Specific to Secondary Teachers**

33. High school preparation. *The institution requires an academic major of its high school teacher candidates that is equivalent in rigor to that of non-education majors.* 

All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

The institution fully meets this standard because it requires its secondary teacher candidates to complete sufficient coursework in their subject areas.

34. Secondary methods. *The institution provides appropriate preparation for secondary teacher candidates in content area methods.* 



Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.

The institution fully meets the standard because it requires methods courses specific to subject areas for all secondary teacher candidates.

35-39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.

## **Illinois State University**

### **College of Education**

Normal, Illinois

Elementary Teacher Preparation (Undergraduate)

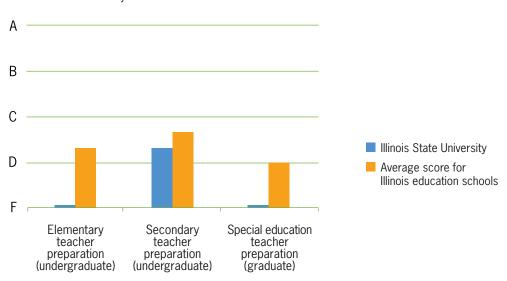
Secondary Teacher Preparation (Undergraduate)

D+
Special Education Teacher Preparation (Undergraduate)

F

#### **Program Grades**

Illinois State University



Total Teacher Production (2009):	Super Producer 1073
Early Childhood (Undergraduate):	63
Elementary (Undergraduate):	335
Secondary (Undergraduate):	346
Special Education (Undergraduate):	306
Special Education (Graduate):	3
Data provided by the Illinois State Board of Education	

Educa	Education School Specialized Accreditation: NCATE 🗸 TEAC None   Illinois State Accreditation 🗸									
Undergraduate Tuition: \$\$			Graduate Tuition: \$\$							
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 — \$14,999 \$15,000 — \$19,999	\$\$\$\$ \$20,000 - \$24,999 \$\$\$\$\$ \$30,000 - \$34,999 \$\$\$\$\$ \$25,000 - \$29,999 \$\$\$\$\$\$ \$35,000 - \$50,000							



#### **Illinois State University**

Normal, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

F

The preparation provided by this program is in serious need of improvement. Specifically, there is extremely inadequate reading and mathematics preparation, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 371

Sum	Summary of Ratings								
1	Selective admissions	•	19	Cognitive psychology	NR				
2	Serious coursework		20	Classroom management	•				
3	Exit exams		21	Special education					
4	Understanding diversity	NR	22	Preparation efficiency	•				
5	Learning standards		23	Course frequency	$\bigcirc$				
6	English language learners		24	Graduate outcomes	•				
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$				
8	Integrating technology		26	Faculty expertise	•				
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$				
11	Training model	NR	28a	Reading instruction	$\bigcirc$				
12	Early field work		28b	Reading instruction	NA				
13	Full-time student teaching		29	Elementary math	$\bigcirc$				
14	Aligned student teaching		30	Math methods					
15	Student teaching placements		31	Other methods	•				
16	Back-up degree		32	Middle school preparation					
17	Classroom assessments	•							

#### Selectivity

1. Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Illinois State University is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Cecilia J. Lauby Teacher Education Center. Because the center's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution partially meets the standard because only one of the reviewed non-reading courses addressing teaching strategies requires one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8.	Integrating technology. The institution ensures that applications of technology are integrated
	into the pedagogy associated with specific content areas.

Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution fails to meet the standard because none of the reviewed courses addressing teaching strategies contains assignments requiring teacher candidates to plan instruction with technology applications.

This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take courses related to world geography, human geography, gender in the humanities, religions and cultures; and secondary education majors in the College of Arts and Sciences must have completed either three years of high school foreign language or the second semester or higher of college-level foreign language. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

NR

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.isp). The map allows easy comparison of Illinois State University's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution only partly meets the standard because it only discourages but does not prohibit teacher candidates from taking additional courses during the student teaching experience, allowing teacher candidates to less than fully dedicate themselves to the important task and challenge of apprentice teaching.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

 $\subset$ 

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution meets only a small part of this standard because its concentration allows coursework in a combination of disciplines rather than in one discipline, with the result that a teacher candidate would face at least a year's work to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution only partially meets the standard because it does not address standardized testing and using assessment data to drive instruction in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.							
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.							
21.	Special education. <i>The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.</i>	<u> </u>						
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.							
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.							
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 35 hours of professional coursework (not including student teaching).							
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	)						
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution does not meet this standard because we were able to identify one or more required courses that are not offered each year (e.g., THE 283, a course required for elementary certification, was not offered in a recent fall and spring term).							
Prog	gram Evaluation							
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•						
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.							
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	5						
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.	_						

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

•

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 

0

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, American history, world history, world cultures, art history, and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 

 $\bigcirc$ 

The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified four required textbooks that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

NA

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

Because we could not find adequate evidence of effective reading instruction being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 

 $\bigcirc$ 

Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for elementary mathematics does not address the topic in sufficient depth.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





### **Illinois State University**

Normal, Illinois

#### 2010 UNDERGRADUATE SECONDARY Teacher Preparation Program Design

D+

The design of this program does not require adequate subject area preparation for secondary teacher candidates in the sciences and social sciences. As noted in a rating comment, while flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher candidate preparation in these areas, it is still incumbent upon the institution to require that its graduates take sufficient coursework in enough subject areas to achieve some minimal level of competence. In addition, the institution does not play the pivotal role it should in the selection of the cooperating teacher for student teachers. Secondary Teacher Production (2009): 317

#### **Summary of Ratings**

1	Selective admissions	•	15	Student teaching placements	$\bigcirc$
2	Serious coursework		17	Classroom assessments	
3	Exit exams		19	Cognitive psychology	?
4	Understanding diversity	?	20	Classroom management	
5	Learning standards	NR	21	Special education	
6	English language learners	NR	22	Preparation efficiency	
7	Education issues	NR	23	Course frequency	
8	Integrating technology	NR	24	Graduate outcomes	
10	Global perspective	NR	25	Graduates' effectiveness	$\bigcirc$
11	Training model	NR	26	Faculty expertise	
12	Early field work		33	High school preparation	
13	Full-time student teaching		34	Secondary methods	
14	Aligned student teaching				

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Illinois State University is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Cecilia J. Lauby Teacher Education Center. Because the center's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

•

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

While we acknowledge that flawed state regulation explains the prevalence of poorly designed secondary programs across Illinois, the institution only partly meets this standard. When state regulations are demonstrably inadequate, It is incumbent upon the institution to exceed inadequate state standards in science and social science by requiring candidates to pass appropriate exit assessments in each subject and it does not do so.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

?

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.

NR

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.

NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that two courses include coverage of education policy challenges.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

NR

Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.
- 10. Global perspective. *The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.*

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take courses related to world geography, human geography, gender in the humanities, religions and cultures; and secondary education majors in the College of Arts and Sciences must have completed either three years of high school foreign language or the second semester or higher of college-level foreign language. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Illinois State University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution only partly meets the standard because it only discourages but does not prohibit teacher candidates from taking additional courses during the student teaching experience, allowing teacher candidates to less than fully dedicate themselves to the important task and challenge of apprentice teaching.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution only partially meets the standard because it does not address standardized testing and using assessment data to drive instruction in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to secondary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

?

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that we could not determine the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets the standard because it provides instruction on classroom management, targeting the secondary grade levels at which the candidates intend to teach.



21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 

All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution meets this standard having targeted the coursework to the candidates' relevant grade levels. It should be noted, however, that the types of instruction contained within C&I 216 are broad. It raises questions about the ability of a single professor to teach a course that instructs students on topics related to assessment, classroom management, special education methods, standards, field experiences, lesson planning, "mictroteaching", presentation, and several other subjects.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 15 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. *The institution fully meets this standard because it offers all required courses each year.* 

#### **Program Evaluation**

24. Graduate outcomes. *The institution tracks graduate outcomes such as employment and retention.* 



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.

#### Faculty

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

27-32. These standards pertain to preparation of elementary teachers. They were not evaluated because they are not relevant to secondary teacher preparation.

#### **Preparation Specific to Secondary Teachers**

3. High school preparation. *The institution requires an academic major of its high school teacher candidates that is equivalent in rigor to that of non-education majors.* 



All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

While most of the course requirements in the certification areas for secondary teachers appear to be sound, the institution only partly meets the standard because of inadequate course requirements in two subject areas, science and social studies. Acknowledging that flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher preparation in both science and social studies, it is still incumbent upon the institution to require that its graduates take enough coursework in these broad subject areas to achieve some minimal level of competence.

34. Secondary methods. *The institution provides appropriate preparation for secondary teacher candidates in content area methods.* 



Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.

The institution fully meets the standard because it requires methods courses specific to subject areas for all secondary teacher candidates.

35-39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.



### **Illinois State University**

Normal, Illinois

#### 2010 UNDERGRADUATE SPECIAL EDUCATION Teacher Preparation Program Design

F

While general professional coursework enhances the design of this program, there are other critical elements in need of very significant improvement. Specifically, reading and mathematics preparation are extremely weak, the institution does not play the pivotal role it should in the selection of cooperating teachers for student teachers, and the institution fails to ensure that special education teacher candidates receive the liberal arts education that best equips them to assist in teaching the Illinois K-9 curriculum. Special Education Teacher Production (2009): 302

Sum	Summary of Ratings								
1	Selective admissions		19	Cognitive psychology	NR				
2	Serious coursework		20	Classroom management					
3	Exit exams	$\bigcirc$	22	Preparation efficiency					
4	Understanding diversity	NR	23	Course frequency					
7	Education issues	NR	24	Graduate outcomes					
9	Assistive technology		25	Graduates' effectiveness	$\bigcirc$				
10	Global perspective	NR	26	Faculty expertise					
11	Training model	NR	35	Broad subject preparation					
12	Early field work		36a	Reading instruction	$\bigcirc$				
13	Full-time student teaching		36b	Reading instruction	NA				
14	Aligned student teaching		37	Elementary math	$\bigcirc$				
15	Student teaching placements	$\bigcirc$	38	Special education pedagogy	NR				
18	Special education assessment		39	Teacher production	NR				

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Illinois State University is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Cecilia J. Lauby Teacher Education Center. Because the center's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

9

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 6. This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



- 8. This standard pertains to instruction on the use of technology. It was not evaluated because we evaluated special education programs on instruction on the use of assistive technology (see Standard 9).
- 9. Assistive technology. *The institution ensures that special education teacher candidates are adequately prepared on the uses of assistive technologies.*

Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities.

The institution meets this standard because teacher candidates are introduced to the appropriate use of assistive technologies for students with special needs.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take courses related to world geography, human geography, gender in the humanities, religions and cultures; and secondary education majors in the College of Arts and Sciences must have completed either three years of high school foreign language or the second semester or higher of college-level foreign language. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Illinois State University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution only partly meets the standard because it only discourages but does not prohibit teacher candidates from taking additional courses during the student teaching experience, allowing teacher candidates to less than fully dedicate themselves to the important task and challenge of apprentice teaching.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to special education teacher preparation.

#### **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. *The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.*



Assessment data is essential to writing educational goals for students with special needs and monitoring their progress. The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that we could not determine the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the special education grade levels at which the candidates intend to teach.



- 21. This standard pertains to the preparation of general classroom teachers on the foundations of special education. It is not evaluated because it is not relevant to the preparation of special education teachers.
- 22. Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.

With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching. The institution meets the standard. The number of semester hours necessary to complete the professional sequence is at an acceptable level. The program requires 57 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.

#### **Program Evaluation**

24. Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.

#### Faculty

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

27-34. These standards pertain to the preparation of elementary and secondary teachers. They were not evaluated because they are not relevant to special education teacher preparation.



Ratings: 🙀 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕕 Partly meets standard 🕛 Meets a small part of standard

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

#### **Preparation Specific to Special Education Teachers** Broad subject preparation. The institution ensures that special education teacher candidates receive a broad liberal arts education. Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content special education teachers need (including world/American literature, American history, world history, world cultures, art history, and music history). 36a. Reading instruction. The institution prepares special education teacher candidates in the essential components of effective reading instruction. All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the researchbased strategies shown to dramatically reduce the number of children needing remediation in reading. Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified four required textbooks that did not support effective reading instruction. NΑ 36b. Reading instruction. The institution ensures that all coursework adheres to the essential components of effective reading instruction. . All of an institution's required reading courses – not just some courses – should impart the research-based content that is necessary for teaching all children to read. Because we could not find adequate evidence of effective reading instruction being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant. 37. Elementary math. The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers. Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

38. Special education pedagogy. *The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.* 

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).

NR



39. Teacher production. *The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.* 

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related to this standard for Illinois State University's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).

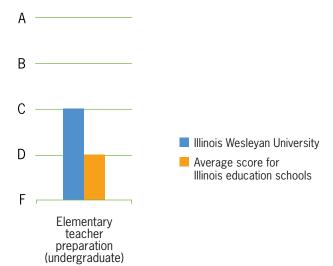
# Illinois Wesleyan University Educational Studies Department

Bloomington, Illinois

**Elementary Teacher Preparation** (Undergraduate)

C

**Program Grades**Illinois Wesleyan University



<b>Total Teacher Production</b> (2009):	Very Low Producer	40
Elementary (Undergraduate):		12
Secondary (Undergraduate):		15
Special Education (Undergraduate):		13
Data provided by the Illinois State Board of Education		

Education School Specialized Accreditation: NCATE TEAC None 🗸   Illinois State Accreditation 🗸									
Under	graduat	te Tuition: \$\$\$\$\$\$	Graduate Tuition:	NA					
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 — \$14,999 \$15,000 — \$19,999	\$\$\$\$ \$20,000 - \$24, \$\$\$\$ \$25,000 - \$29,		\$30,000 – \$34,999 \$35,000 – \$50,000				



#### **Illinois Wesleyan University**

Bloomington, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

C

While its university's selectivity and coverage of issues relevant to teaching in 21st century classrooms are strengths in the design of this preparation program for elementary teachers, other critical elements are in need of improvement. Specifically, preparation in reading is extremely inadequate, preparation in mathematics is only partialy inadequate, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 24

Summary of Ratings								
1	Selective admissions	•	19	Cognitive psychology	NR			
2	Serious coursework		20	Classroom management				
3	Exit exams		21	Special education				
4	Understanding diversity	NR	22	Preparation efficiency	•			
5	Learning standards		23	Course frequency	•			
6	English language learners		24	Graduate outcomes	•			
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$			
8	Integrating technology		26	Faculty expertise	•			
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$			
11	Training model	NR	28a	Reading instruction	$\bigcirc$			
12	Early field work		28b	Reading instruction	NA			
13	Full-time student teaching		29	Elementary math				
14	Aligned student teaching		30	Math methods	•			
15	Student teaching placements		31	Other methods	•			
16	Back-up degree		32	Middle school preparation				
17	Classroom assessments							

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Illinois Wesleyan's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

•

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution partly meets this standard because only a moderate portion of assignments do not reflect a seriousness

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### Preparation for the 21st Century Classroom

of purpose and require mastery of course content.

4. Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. *The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.* 



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because most of the reviewed non-reading courses assessing teaching strategies have one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take various courses related to global perspectives, and candidates must demonstrate proficiency in a second language or take up to 12 hours of coursework. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

# **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Illinois Wesleyan

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 

University's placement practices with those of education schools in its vicinity.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.



# 14. Aligned student teaching. The institution designs student teaching to have a local experience of sufficient length.

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. The institution carefully screens and qualifies expert cooperating teachers from its partner schools.

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.

Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful. The institution fails to meet this standard because there appears to be no concentration required of candidates, meaning that a teacher candidate would face at least a year's work to graduate under an alternative degree.

# Professional Training

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive. The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 17 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted
	to the grade levels at which the candidate intends to teach.

•

Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution only partially meets this standard. While the coursework is appropriately targeted to the elementary grade levels at which the candidates intend to teach, it is too disparate, spread out over three courses.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching. The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 28 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.

#### **Program Evaluation**

24. Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 

 $\bigcirc$ 

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, American history, world history, world cultures, art history, and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 

 $\bigcirc$ 

The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified three required textbooks that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

NA

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

Because we could not find adequate evidence of effective reading instruction being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution only partly meets this standard because it does not provide the amount of coursework necessary to ensure that all essential topics are adequately covered and because the existing coursework does not adequately cover essential topics.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 

Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.



# Judson University School of Education

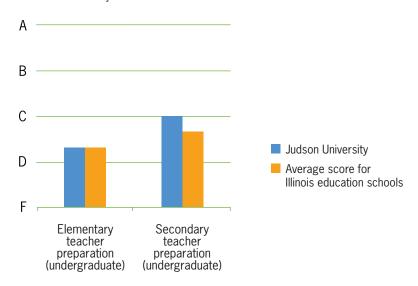
Elgin, Illinois

**Elementary Teacher Preparation** (Undergraduate) Secondary Teacher Preparation (Undergraduate)

D+ C

# **Program Grades**

Judson University



Total Teacher Production (2009):	Very Low Producer	21
Early Childhood (Undergraduate):		1
Elementary (Undergraduate):		9
Secondary (Undergraduate):		6
Special Education (Undergraduate):		5
Data provided by the Illinois State Board of Education		

Educa	tion Sc	chool Specialized Accred	ditation: NCATE	TEAC No	ne 🗸   Illino	is State Accreditation	<b>✓</b>	
Undergraduate Tuition: \$\$\$\$			Graduate Tuition: \$\$\$\$					
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 — \$14,999 \$15,000 — \$19,999	1111	00 – \$24,999 00 – \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000		



# **Judson University**

Elgin, Illinois

# 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

D+

While its university's selectivity is a strength, the preparation provided by this program is in need of improvement.

un	nmary of Ratings				
	Selective admissions	•	19	Cognitive psychology	NR
	Serious coursework	•	20	Classroom management	$\circ$
	Exit exams	0	21	Special education	0
	Understanding diversity	NR	22	Preparation efficiency	
	Learning standards		23	Course frequency	
	English language learners		24	Graduate outcomes	
	Education issues	NR	25	Graduates' effectiveness	
	Integrating technology		26	Faculty expertise	$\subset$
)	Global perspective	NR	27	Broad subject preparation	•
	Training model	NR	28a	Reading instruction	$\subset$
	Early field work		28b	Reading instruction	NA
	Full-time student teaching		29	Elementary math	$\subset$
	Aligned student teaching		30	Math methods	
	Student teaching placements	$\bigcirc$	31	Other methods	
	Back-up degree	$\bigcirc$	32	Middle school preparation	0
,	Classroom assessments	$\bigcirc$			
ele	ectivity				
	Selective admissions. <i>The institution a</i> as determined by objective measures graduate programs.				
	The standards for admission into either the instit candidates from only the top half of the college measured by an admissions test commonly used institution should encourage the applications of advanced standing.  Judson's high rating for this standard is bas selective" institution in its admissions, an a to meet the academic demands of teaching	population and for entry into g strong candida sed on its class dmission stan	select gr graduate tes by wa sification	aduate teacher candidates with a similar stand studies. At both the undergraduate and gradua iving content course requirements for candidat and World Report as a "mo	ard as te levels, the es with

Ratings: 🗙 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕦 Partly meets standard 🕦 Meets a small part of standard Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

# Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 



Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. *The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.* 



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution partially meets the standard because only a minority of the reviewed non-reading courses addressing teaching strategies contains one or more lectures or assignments on planning instruction that addresses the needs of English language learn

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.



Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution partially meets the standard because only a minority of the reviewed courses addressing teaching strategies requires one or more assignments that teacher candidates plan instruction with technology applications.

This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

NR

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take various courses related to global perspectives. There is only a foreign language requirement for bilingual or ESL certification. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

# **Practice Teaching**

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Judson University's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

Ratings: 🙀 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕕 Partly meets standard 🕛 Meets a small part of standard Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

14.	Aligned student teaching. The institution designs student teaching to have a local experience of sufficient length.	•
	Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.  The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.	
15.	Student teaching placements. The institution carefully screens and qualifies expert cooperating teachers from its partner schools.	0
	The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.  The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.	
16.	Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.	0
	Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.  The institution fails to meet this standard because a non-education concentration is not required of candidates, meaning that a teacher candidate would face at least a year's work to graduate under an alternative degree.	
Pro	fessional Training	
17.	Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.	0
	Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.  The institution does not meet the standard because it does not prepare teachers candidates to understand data and assessment, the nature of classroom and standardized assessments, and how to use data from both classroom and standardized assessments to improve instruction.	t
18.	This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.	
19.	Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.	NR
	Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles."  Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and	

conceptual understanding is the equivalent of about 67 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution does not meet this standard because it provides no instruction on classroom management in non-clinical coursework taken prior to student teaching.
21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 36 hours of professional coursework (not including student teaching).
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.
Pro	gram Evaluation
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

Ratings: 🗙 Strong design 🌑 Meets standard 🗨 Nearly meets standard 🕦 Partly meets standard 🕦 Meets a small part of standard Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in methods and educational psychology or in foundations of education and methods.

# **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution only partially meets this standard because neither the institution nor its teacher preparation program appears to ensure sufficient coverage in the world/American literature, world cultures and science content elementary teachers need. We note course requirements in other essential content areas, including writing, children's literature, American history, world history, music history and art history.

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 

 $\circ$ 

The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified three required textbooks that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

NA

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

Because we could not find adequate evidence of effective reading instruction being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 

 $\circ$ 

Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution only partially meets the standard because all of the certification areas for middle school teachers are insufficiently rigorous in their design. The institution should not qualify middle school teachers without either a major in their certification area or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





# **Judson University**

Elgin, Illinois

# 2010 UNDERGRADUATE SECONDARY Teacher Preparation Program Design

C

The design of this program for secondary teachers is enhanced by the university's selectivity in admissions. However, subject area preparation requirements are inadequate for secondary teacher candidates in the sciences and social sciences. As noted in a rating comment, while flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher candidate preparation in these areas, it is still incumbent upon the institution to require that its graduates take sufficient coursework in enough subject areas to achieve some minimal level of competence. In addition, the institution does not play the pivotal role it should in the selection of the cooperating teacher for student teachers. Secondary Teacher Production (2009): 11

# **Summary of Ratings**

1	Selective admissions	•	15	Student teaching placements	$\bigcirc$
2	Serious coursework		17	Classroom assessments	
3	Exit exams		19	Cognitive psychology	NR
4	Understanding diversity	?	20	Classroom management	$\bigcirc$
5	Learning standards	NR	21	Special education	
6	English language learners	NR	22	Preparation efficiency	
7	Education issues	NR	23	Course frequency	
8	Integrating technology	NR	24	Graduate outcomes	
10	Global perspective	NR	25	Graduates' effectiveness	$\bigcirc$
11	Training model	NR	26	Faculty expertise	$\bigcirc$
12	Early field work		33	High school preparation	
13	Full-time student teaching		34	Secondary methods	
14	Aligned student teaching			-	

### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Judson's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

•

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

While we acknowledge that flawed state regulation explains the prevalence of poorly designed secondary programs across Illinois, the institution only partly meets this standard. When state regulations are demonstrably inadequate, It is incumbent upon the institution to exceed inadequate state standards in science and social science by requiring candidates to pass appropriate exit assessments in each subject and it does not do so.

# **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

?

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. *Where relevant, the institution incorporates the state's student learning standards into the preparation program.* 

NR

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.

NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.

NR

Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.

This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.

NR

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take various courses related to global perspectives. There is only a foreign language requirement for bilingual or ESL certification. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

# **Practice Teaching**

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Judson University's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

Ratings: 🙀 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕕 Partly meets standard 🕛 Meets a small part of standard Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

14. Aligned student teaching. The institution designs student teaching to have a local experience of sufficient length.

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert* cooperating teachers from its partner schools.

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

# **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.

Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive. The institution does not fully meet the standard because it does not address standardized testing in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to secondary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key* principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 67 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution does not meet the standard because it provides no instruction on classroom management in non-clinical coursework taken prior to student teaching.

21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.	•
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 18 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Prog	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.	
Facı	ulty	
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	0
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in methods and educational psychology or in foundations of education and methods.	
	22. These standards pertain to preparation of elementary teachers. They were not evaluated	

# **Preparation Specific to Secondary Teachers**

33. High school preparation. *The institution requires an academic major of its high school teacher candidates that is equivalent in rigor to that of non-education majors.* 

•

All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

While most of the course requirements in the certification areas for secondary teachers appear to be sound, the institution only partly meets the standard because of inadequate course requirements in two subject areas, science and social studies. Acknowledging that flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher preparation in both science and social studies, it is still incumbent upon the institution to require that its graduates take enough coursework in these broad subject areas to achieve some minimal level of competence.

34. Secondary methods. *The institution provides appropriate preparation for secondary teacher candidates in content area methods.* 



Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.

The institution fully meets the standard because it requires methods courses specific to subject areas for all secondary teacher candidates.

35-39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.

# Kendall College School of Education

Chicago, Illinois

Early Childhood Teacher Preparation (Undergraduate)

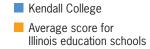
D-

# **Program Grades**

Kendall College

A -





Early childhood teacher preparation (undergraduate)

Early Childhood (Undergraduate):

42

Early Childhood (Graduate):

Data provided by the Illinois State Board of Education

<b>Education School Specialized Accreditation:</b>	NCATE	TEAC	None 🗸	Illinois State Accreditation 🗸
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Undergraduate Tuition: \$\$\$\$			Graduate Tuition: NA				
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 — \$14,999 \$15,000 — \$19,999		\$20,000 - \$24,999 \$25,000 - \$29,999		\$30,000 - \$34,999 \$35,000 - \$50,000	



# **Kendall College**

Chicago, Illinois

# 2010 UNDERGRADUATE EARLY CHILDHOOD Teacher Preparation Program Design

D-

While reading preparation is a strength in the design of this preparation program for early childhood teachers, other critical elements are in need of improvement. Specifically, there is extremely inadequate mathematics preparation, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-3 curriculum. Early Childhood Teacher Production (2009): Not Available

1	Selective admissions		17	Classroom assessments	•
2	Serious coursework	?	19	Cognitive psychology	NR
3	Exit exams	$\bigcirc$	20	Classroom management	
4	Understanding diversity	NR	21	Special education	
5	Learning standards	$\bigcirc$	22	Preparation efficiency	$\bigcirc$
6	English language learners		23	Course frequency	
7	Education issues	NR	24	Graduate outcomes	?
8	Integrating technology	$\bigcirc$	25	Graduates' effectiveness	?
10	Global perspective	NR	26	Faculty expertise	?
11	Training model	NR	27	Broad subject preparation	$\circ$
12	Early field work		28a	Reading instruction	•
13	Full-time student teaching	$\bigcirc$	28b	Reading instruction	
14	Aligned student teaching	$\bigcirc$	29	Elementary math	$\bigcirc$
15	Student teaching placements	$\bigcirc$	30	Math methods	•
16	Back-up degree	$\bigcirc$	31	Other methods	
Sele	ctivity				
1.	Selective admissions. The institution as determined by objective measures graduate programs.				

The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Kendall College is only rated as "less selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its School of Education. Because the school's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

Ratings:	Strong design	Meets standard	Nearly meets standar	d Partly meets standard	• Meets a small part of standard
	C Fails to meet sta	ndard 7 Data insuff	icient for a final rating N	A Not applicable NR Not ra	ted

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

?

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

Due to the ambiguity regarding grading in syllabi, no rating could be provided on this standard.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

 $\circ$ 

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's early childhood generalist test to determine if its early childhood teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

# **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.

 $\bigcirc$ 

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution fails to meet the standard because no course reviewed that addresses teaching strategies contains any assignments or lectures on planning instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because most of the reviewed non-reading courses assessing teaching strategies have one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8.	Integrating technology. The institution ensures that applications of technology are integrated
	into the pedagogy associated with specific content areas.

Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution fails to meet the standard because none of the reviewed courses addressing teaching strategies contains assignments requiring teacher candidates to plan instruction with technology applications.

This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to early childhood teacher preparation.

NR

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take various courses related to global perspectives. There is no foreign language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

# **Practice Teaching**

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctg.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Kendall College's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution does not meet the standard because it allows that teacher candidates take other coursework during the student teaching experience, preventing teacher candidates from fully dedicating themselves to the important task and challenge of apprentice teaching.

Ratings: 🙀 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕕 Partly meets standard 🕛 Meets a small part of standard Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

14.	Aligned student teaching. The institution designs student teaching to have a local experience of sufficient length.	0
	Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.  The institution does not meet the standard because, although it is of sufficient length and aligned with the instructional expectations teacher candidates will experience as licensed Illinois teachers, the student teaching experiences offered have the potential to not be aligned with the design of the preparation program.	I
15.	Student teaching placements. <i>The institution carefully screens and qualifies expert cooperating teachers from its partner schools.</i>	0
	The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.  The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.	
16.	Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.	0
	Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.  The institution fails to meet this standard because a non-education concentration is not required of candidates, meaning that a teacher candidate would face at least a year's work to graduate under an alternative degree.	
Pro	fessional Training	
17.	Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.	•
	Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.  The institution meets the standard because it provides thorough and coherent coverage of assessment topics.	
18.	This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to early childhood teacher preparation.	
19.	Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting	NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.

those principles that do not have a scientific basis.

20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.	
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution meets the standard because it provides instruction on classroom management, targeting the early childhood grade levels at which the candidates intend to teach.	
21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.	•
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	0
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution fails to meet the standard. The number of semester hours necessary to complete the professional sequence is well above an acceptable level. The program requires 65 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Prog	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	?
	We are unable to rate on this standard because the necessary information was not provided despite repeated requests.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	?
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Despite repeated requests, Kendall College did not provide the information needed to evaluate this standard.	

Ratings: 🗙 Strong design 🌑 Meets standard 🗨 Nearly meets standard 🕦 Partly meets standard 🕦 Meets a small part of standard Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

?

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

Despite repeated requests, Kendall College did not provide the information needed to evaluate this standard.

# **Preparation Specific to Early Childhood Teachers**

27. Broad subject preparation. *The institution requires that early childhood teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to early childhood grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content early childhood teachers need (including world/American literature, American history, world history, world cultures, art history, and music history).

28a. Reading instruction. *The institution prepares early childhood teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. All required textbooks address effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution meets the standard because both courses cover one or more components of effective reading instruction.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution fails to meet this standard on all counts because it does not provide the amount of coursework necessary to ensure that all essential topics are adequately covered and because the existing coursework is not well designed.

30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.



31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

- 32. This standard pertains to preparation for an endorsement to teach middle school. It was not evaluated because it is not relevant to early childhood teacher preparation.
- 33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.



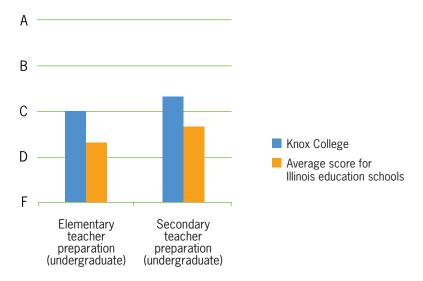
# Knox College Educational Studies Department

Galesburg, Illinois

**Elementary Teacher Preparation** (Undergraduate) Secondary Teacher Preparation (Undergraduate)

C

# **Program Grades** Knox College



Total Teacher Production (2009):	Very Low Producer	25
Elementary (Undergraduate): Secondary (Undergraduate): Special Education (Undergraduate):		13 11 1
Data provided by the Illinois State Board of Education		

Educa	tion Sc	chool Specialized Accred	itation: NCATE	TEAC ✓ None	Illino	is State Accreditation 🗸
Under	gradua	ate Tuition: \$\$\$\$\$	Graduate T	uition: NA		
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 — \$14,999 \$15,000 — \$19,999	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	00 – \$24,999 00 – \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000



# **Knox College**

Galesburg, Illinois

# 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

C

While its college's selectivity and coverage of issues relevant to teaching in 21st century classrooms are strenghts in the design of this program, other critical elements are in need of improvement. Specifically, reading preparation is partially inadequate, mathematics preparation is extremely inadequate, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 10

Sumi	mary of Ratings				
1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	$\bigcirc$
3	Exit exams	$\bigcirc$	21	Special education	•
4	Understanding diversity	NR	22	Preparation efficiency	•
5	Learning standards		23	Course frequency	•
6	English language learners		24	Graduate outcomes	•
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	•
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	•
12	Early field work		28b	Reading instruction	NA
13	Full-time student teaching		29	Elementary math	$\bigcirc$
14	Aligned student teaching		30	Math methods	$\bigcirc$
15	Student teaching placements	$\bigcirc$	31	Other methods	•
16	Back-up degree		32	Middle school preparation	?
17	Classroom assessments	•			
Sele	ctivity				

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Knox's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution mosts this standard because all but a very small portion of assignments reflect a seriousness of pur

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

# Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. *The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.* 



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because most of the reviewed non-reading courses assessing teaching strategies have one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the

NR

The world has shrunk. Recognition of that fact should pervade the campus.

institution, including teacher candidates.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take various courses related to global perspectives, and all students are required to demonstrate competency in a foreign language (through placement exam or one year of language instruction). Several education-focused study abroad programs are offered, and we found that foreign students make up 9% of the institution's student body.

# **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Knox College's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.



14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution does not fully meet this standard because the coursework required in the concentration is less than a major, meaning that an additional semester's work would be necessary to graduate under an alternative degree.

# **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard because it does not address standardized testing in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.

20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.	$\bigcirc$
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution does not meet this standard. While there is some evidence of instruction on classroom management, it is too disparate, spread out over 4 courses. It also is not targeted to the elementary grade levels at which the candidates intend to teach.	
21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.	•
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 33 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Pro	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•
	The institution partially meets this standard. Documents obtained from the institution indicate that the institution surveys only its graduates on their job performance and/or retention.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.	

Ratings: 🗙 Strong design 🌑 Meets standard 🗨 Nearly meets standard 🕦 Partly meets standard 🕦 Meets a small part of standard

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 

0

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, American history, world history, world cultures, art history, music history and science).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers three of the five of the components of effective reading instruction (phonics, vocabulary, comprehension strategies), but does not address phonemic awareness and fluency. All required textbooks address effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

NA

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The standard does not apply to only one reading course.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.

30.	Math methods. The institution provides appropriate preparation in elementary mathematics methods.	0
	Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fails to meet the standard because the course designed to address teaching strategies for mathematics is wholly inadequate, covering too many other topics and providing insufficient focus on elementary mathematics topics.	
31.	Other methods. The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.	•
	Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.  The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.	
32.	Middle school preparation. The institution requires rigorous academic coursework of its middle school teacher candidates.	?
	Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak.  Our analysis could not determine any specifications for middle grades certification.	
33-3	39. These standards pertain to the preparation of secondary and special education teachers.  They were not evaluated because they are not relevant to elementary teacher.	

preparation.





# **Knox College**

Galesburg, Illinois

# 2010 UNDERGRADUATE SECONDARY Teacher Preparation Program Design

C+

The design of this program for secondary teacher candidates is enhanced by its college's selectivity in admissions. However, requirements for subject area preparation of secondary teacher candidates in the sciences and social sciences are inadequate. As noted in a rating comment, while flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher candidate preparation in these areas, it is still incumbent upon the institution to require that its graduates take enough coursework in broad subject areas to achieve some minimal level of competence. In addition, the institution does not play the pivotal role it should in the selection of the cooperating teacher for student teachers. Secondary teacher production (2009): 13

# **Summary of Ratings**

1	Selective admissions	•	15	Student teaching placements	$\circ$
2	Serious coursework		17	Classroom assessments	
3	Exit exams		19	Cognitive psychology	NR
4	Understanding diversity	?	20	Classroom management	$\bigcirc$
5	Learning standards	NR	21	Special education	
6	English language learners	NR	22	Preparation efficiency	
7	Education issues	NR	23	Course frequency	
8	Integrating technology	NR	24	Graduate outcomes	
10	Global perspective	NR	25	Graduates' effectiveness	$\bigcirc$
11	Training model	NR	26	Faculty expertise	
12	Early field work		33	High school preparation	
13	Full-time student teaching		34	Secondary methods	
14	Aligned student teaching			•	

### Selectivity

1. Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Knox's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.



2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose

and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

While we acknowledge that flawed state regulation explains the prevalence of poorly designed secondary programs across Illinois, the institution only partly meets this standard. When state regulations are demonstrably inadequate, It is incumbent upon the institution to exceed inadequate state standards in science and social science by requiring candidates to pass appropriate exit assessments in each subject and it does not do so.

## **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

?

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. *Where relevant, the institution incorporates the state's student learning standards into the preparation program.* 

NR

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.

NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.

NR

Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.

This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.

NR

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take various courses related to global perspectives, and all students are required to demonstrate competency in a foreign language (through placement exam or one year of language instruction). Several education-focused study abroad programs are offered, and we found that foreign students make up 9% of the institution's student body.

## **Practice Teaching**

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctg.org/edschoolreports/illinois/standards/11Findings.isp). The map allows easy comparison of Knox College's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

Ratings: 🙀 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕕 Partly meets standard 🕛 Meets a small part of standard Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

14. Aligned student teaching. The institution designs student teaching to have a local experience of sufficient length.

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert* cooperating teachers from its partner schools.

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

## **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.

Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive. The institution does not fully meet the standard. While it provides coverage of key topics, its coverage is likely disjointed because it is spread out among four courses.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to secondary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key* principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution does not meet this standard. While there is some evidence of instruction on classroom management, it is too disparate, spread out over 4 courses. It also is not targeted to the secondary grade levels at which the candidates intend to teach.



21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution only partially meets the standard. The number of required semester hours to complete the professional sequence slightly exceeds an acceptable level (30 semester hours). The program requires 33 hours of professional coursework (not including student teaching).
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.
Prog	gram Evaluation
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.
	The institution partially meets this standard. Documents obtained from the institution indicate that the institution surveys only its graduates on their job performance and/or retention.
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.
Facu	ılty
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.
27-3	<ol> <li>These standards pertain to preparation of elementary teachers. They were not evaluated because they are not relevant to secondary teacher preparation.</li> </ol>
Rating	s:  Strong design  Meets standard  Nearly meets standard  Partly meets standard  Meets a small part of standard  Fails to meet standard  Partly meets standard  NR Not rated

## **Preparation Specific to Secondary Teachers**

33. High school preparation. *The institution requires an academic major of its high school teacher candidates that is equivalent in rigor to that of non-education majors.* 

•

All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

While most of the course requirements in the certification areas for secondary teachers appear to be sound, the institution only partly meets the standard because of inadequate course requirements in two subject areas, science and social studies. Acknowledging that flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher preparation in both science and social studies, it is still incumbent upon the institution to require that its graduates take enough coursework in these broad subject areas to achieve some minimal level of competence.

34. Secondary methods. *The institution provides appropriate preparation for secondary teacher candidates in content area methods.* 



Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.

The institution fully meets the standard because it requires methods courses specific to subject areas for all secondary teacher candidates.

35-39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.

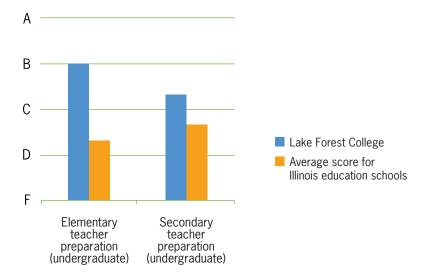
# Lake Forest College Department of Education

Lake Forest, Illinois

**Elementary Teacher Preparation** (Undergraduate) Secondary Teacher Preparation (Undergraduate)

C+

# **Program Grades**Lake Forest College



<b>Total Teacher Production</b> (2009):	Very Low Producer	8
Elementary (Undergraduate):		4
Secondary (Undergraduate):		2
Special Education (Undergraduate):		2
Data provided by the Illinois State Board of Education		

Educa	tion Sc	hool Specialized Accredi	tation: NCATE	TEAC I	None 🗸   Illino	is State Accreditation 🗸
Under	gradua	ate Tuition: \$\$\$\$\$	Graduate Tui	tion: NA		
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 — \$14,999 \$15,000 — \$19,999		- \$24,999 - \$29,999		\$30,000 - \$34,999 \$35,000 - \$50,000



## **Lake Forest College**

Lake Forest, Illinois

## 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

В

While the selectivity of this college and strong reading preparation enhance the sound design of this preparation program for elementary teachers, some critical elements are in need of improvement. Specifically, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, preparation in mathematics is only partially adequate and while the institution commendably requires a liberal arts major in addition to an education major, it only partially ensures that teacher candidates take the specific coursework outside of their major that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 8

Summary of Ratings
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	_				
1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	•
3	Exit exams	$\bigcirc$	21	Special education	•
4	Understanding diversity	NR	22	Preparation efficiency	•
5	Learning standards		23	Course frequency	•
6	English language learners		24	Graduate outcomes	•
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	•
10	Global perspective	NR	27	Broad subject preparation	
11	Training model	NR	28a	Reading instruction	•
12	Early field work		28b	Reading instruction	NA
13	Full-time student teaching		29	Elementary math	•
14	Aligned student teaching		30	Math methods	•
15	Student teaching placements	$\bigcirc$	31	Other methods	•
16	Back-up degree	$\Diamond$	32	Middle school preparation	?
17	Classroom assessments				

## Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Lake Forest's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution mosts this standard because all but a very small portion of assignments reflect a seriousness of pur

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

## Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. *The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.* 



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because most of the reviewed non-reading courses assessing teaching strategies have one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

10. Global perspective. *The institution values the importance of a global perspective, imparting* 

NR

an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take various courses related to global perspectives. There is no foreign language requirement. Several education-focused study abroad programs are offered, and we found that foreign students constitute 18% of the institution's student body.

## **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Lake Forest College's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution fully meets this standard because all of its elementary teacher candidates are required to complete a substantial concentration in a single, non-education subject, meaning that less than an additional semester's work would be necessary to graduate under an alternative degree.

## **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 33 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.						
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution meets the standard because it provides instruction on classroom management, targeting the early childhood grade levels at which the candidates intend to teach.						
21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.	•					
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.						
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•					
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 40 hours of professional coursework (not including student teaching).						
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•					
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.						
Prog	gram Evaluation						
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•					
	The institution partially meets this standard. Documents obtained from the institution indicate that the institution surveys only its graduates on their job performance and/or retention.						
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0					
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.						

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard Inal rating NA Not applicable NR Not rated

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including writing, children's literature, art history, and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. Although this program full addresses effective reading instruction, we identified one textbooks that did not support this instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The standard does not apply to only one reading course.

29. Elementary math. The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution only partly meets this standard because it falls well short of providing the amount of coursework necessary to ensure that all essential topics are adequately covered.

30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.



31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 

Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 

?

Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak.

Because documentation on this standard was requested but not provided by Lake Forest, we are unable to assess this standard.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





## **Lake Forest College**

Lake Forest, Illinois

## 2010 UNDERGRADUATE SECONDARY Teacher Preparation Program Design

C+

The design of this program is enhanced by its college's selectivity in admissions. However, subject area preparation requirements for secondary teacher candidates in the sciences and social sciences are inadequate. As noted in a rating comment, while flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher candidate preparation in these areas, it is still incumbent upon the institution to require that its graduates take sufficient coursework in enough subject areas to achieve some minimal level of competence. In addition, the institution does not play the pivotal role it should in the selection of the cooperating teacher for student teachers. Secondary teacher production (2009): 8

Summary	٥f	Rati	inac
Sullilliai v	UI	nau	IIIUS

1	Selective admissions	•	15	Student teaching placements	$\bigcirc$
2	Serious coursework		17	Classroom assessments	
3	Exit exams		19	Cognitive psychology	NR
4	Understanding diversity	?	20	Classroom management	
5	Learning standards	NR	21	Special education	
6	English language learners	NR	22	Preparation efficiency	$\bigcirc$
7	Education issues	NR	23	Course frequency	
8	Integrating technology	NR	24	Graduate outcomes	
10	Global perspective	NR	25	Graduates' effectiveness	$\bigcirc$
11	Training model	NR	26	Faculty expertise	
12	Early field work		33	High school preparation	
13	Full-time student teaching		34	Secondary methods	
14	Aligned student teaching				

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Lake Forest's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution mosts this standard because all but a very small portion of assignments reflect a seriousness of pure

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

While we acknowledge that flawed state regulation explains the prevalence of poorly designed secondary programs across Illinois, the institution only partly meets this standard. When state regulations are demonstrably inadequate, It is incumbent upon the institution to exceed inadequate state standards in science and social science by requiring candidates to pass appropriate exit assessments in each subject and it does not do so.

## **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

?

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.

NR

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.

NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.



8. Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.

NR

Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.

- This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.
- 10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take various courses related to global perspectives. There is no foreign language requirement. Several education-focused study abroad programs are offered, and we found that foreign students constitute 18% of the institution's student body.

## **Practice Teaching**

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not

rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctg.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Lake Forest College's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

Ratings: 🙀 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕕 Partly meets standard 🕛 Meets a small part of standard Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

## **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to secondary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 33 percent of one course.

20. Classroom management. *The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.* 



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the secondary grade levels at which the candidates intend to teach.



21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.	•
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	$\bigcirc$
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution fails to meet the standard. The number of semester hours necessary to complete the professional sequence is well above an acceptable level. The program requires 36 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Prog	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•
	The institution partially meets this standard. Documents obtained from the institution indicate that the institution surveys only its graduates on their job performance and/or retention.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.	
Facı	ılty	
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.	
27-3	These standards pertain to preparation of elementary teachers. They were not evaluated because they are not relevant to secondary teacher preparation.	

## **Preparation Specific to Secondary Teachers**

33. High school preparation. *The institution requires an academic major of its high school teacher candidates that is equivalent in rigor to that of non-education majors.* 

•

All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

While most of the course requirements in the certification areas for secondary teachers appear to be sound, the institution only partly meets the standard because of inadequate course requirements in two subject areas, science and social studies. Acknowledging that flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher preparation in both science and social studies, it is still incumbent upon the institution to require that its graduates take enough coursework in these broad subject areas to achieve some minimal level of competence.

34. Secondary methods. *The institution provides appropriate preparation for secondary teacher candidates in content area methods.* 



Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.

The institution fully meets the standard because it requires methods courses specific to subject areas for all secondary teacher candidates.

35-39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.

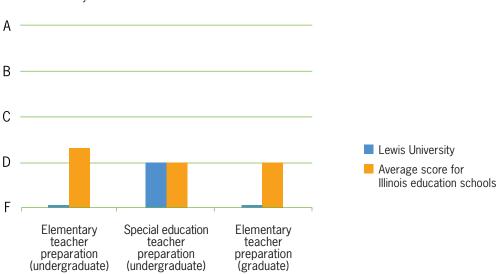
# Lewis University College of Education

Romeoville, Illinois

**Elementary Teacher Preparation** (Undergraduate) F Special Education Teacher Preparation (Undergraduate) D **Elementary Teacher Preparation (Graduate)** 

## **Program Grades**

Lewis University



Total Teacher Production (2009):	Medium Producer	172
Elementary (Undergraduate):		71
Secondary (Undergraduate):		38
Special Education (Undergraduate):		33
Special Education (Graduate):		30
Data provided by the Illinois State Board of Education		

Education School Specialized Accreditation: NCATE 🗸 TEAC None   Illinois State Accreditation							
Under	gradua	nte Tuition: \$\$\$\$	Graduate Tuition: \$\$				
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 — \$14,999 \$15.000 — \$19.999	\$\$\$\$ \$20,000 - \$24,999 \$\$\$\$\$\$ \$30,000 - \$3 \$\$\$\$\$ \$25,000 - \$29,999 \$\$\$\$\$\$ \$35,000 - \$5				



## **Lewis University**

Romeoville, Illinois

## 2010 GRADUATE ELEMENTARY Teacher Preparation Program Design

F

The design of this elementary preparation program is in serious need of improvement. Specifically, reading preparation is only partially adequate, mathematics preparation is extremely inadequate, the institution does not play

Sum	mary of Ratings				
	Selective admissions	$\bigcirc$	20	Classroom management	0
<u>)</u>	Serious coursework		21	Special education	$\bigcirc$
	Exit exams	$\bigcirc$	22	Preparation efficiency	•
	Understanding diversity	NR	23	Course frequency	•
	Learning standards		24	Graduate outcomes	•
	English language learners	$\bigcirc$	25	Graduates' effectiveness	$\bigcirc$
	Education issues	NA	26	Faculty expertise	$\bigcirc$
	Integrating technology		27	Broad subject preparation	$\subset$
	Training model	NR	28a	Reading instruction	0
-	Early field work		28b	Reading instruction	NA
3	Full-time student teaching		29	Elementary math	$\subset$
	Aligned student teaching		30	Math methods	$\subset$
•	Student teaching placements	$\bigcirc$	31	Other methods	
7	Classroom assessments		32	Middle school preparation	C
)	Cognitive psychology	NR			
ele	Selective admissions. The institution a as determined by objective measures graduate programs.				
	The standards for admission into either the insticandidates from only the top half of the college measured by an admissions test commonly used institution should encourage the applications of advanced standing.  The college fails to meet this standard. It rest, failing to ensure that only those candipopulation are admitted. Consequently, its	population and for entry into g strong candida elies only on t dates who are	select gr raduate s tes by wa he state at or al	aduate teacher candidates with a similar standastudies. At both the undergraduate and graduativing content course requirements for candidates of requirement that applicants must pass a pove the 50th percentile of the college-goir	ard as te levels, the es with basic skills

Ratings: 🗙 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕦 Partly meets standard 🕦 Meets a small part of standard Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

 $\subset$ 

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

## **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution fails to meet the standard because none of the reviewed non-reading courses addressing teaching strategies contains any assignments or lectures on planning instruction that addresses the needs of English language learners.



7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NA

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Lewis University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution only partly meets the standard because it only discourages but does not prohibit teacher candidates from taking additional courses during the student teaching experience, allowing teacher candidates to less than fully dedicate themselves to the important task and challenge of apprentice teaching.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

## **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard. While it provides coverage of key topics, its coverage is likely disjointed because it is spread out among three courses.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution only partially meets this standard. While the coursework is appropriately targeted to the elementary grade levels at which the candidates intend to teach, it is too disparate, spread out over 3 courses.



21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.	0
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution does not meet the standard because it provides no special education instruction to teacher candidates enrolled in general education programs.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 31 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Prog	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.	
Facu	ulty	
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	0
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in methods and educational psychology.	
	s: 👉 Strong design . 🗪 Meets standard . 🗬 Nearly meets standard . 🕦 Partly meets standard . 🦰 Meets a small part of standard	

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

## **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates* receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.

 $\circ$ 

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

Because the institution's transcript review requirements were unclear, we assumed that the standards for its incoming graduate students are identical to the analogous program at the undergraduate level.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, American history, world history, world geography, art history, and music history).

# 28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.*



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers three of the five of the components of effective reading instruction (phonics, fluency, vocabulary, but does not address phonemic awareness and comprehension. We identified one require textbook that did not support effective reading instruction. Changes in instruction and textbooks effective fall 2010 are not reflected in this rating.

# 28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.*

NA

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The standard does not apply to only one reading course.

# 29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.*

 $\bigcirc$ 

Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.

## 30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.*

 $\bigcirc$ 

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fails to meet the standard because the course designed to address teaching strategies for elementary mathematics is inadequate in its coverage.

# 31. Other methods. The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.



32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





## **Lewis University**

Romeoville, Illinois

## 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

F

The preparation provided by this program is in serious need of improvement. Specifically, there is extremely

Sum	mary of Ratings				
1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams	$\bigcirc$	21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	
5	Learning standards		23	Course frequency	
6	English language learners	$\bigcirc$	24	Graduate outcomes	
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	$\bigcirc$
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	$\bigcirc$
2	Early field work		28b	Reading instruction	
13	Full-time student teaching		29	Elementary math	$\bigcirc$
14	Aligned student teaching		30	Math methods	•
15	Student teaching placements	$\bigcirc$	31	Other methods	
16	Back-up degree		32	Middle school preparation	•
17	Classroom assessments	•			
Sele	ectivity				
1.	Selective admissions. The institution a as determined by objective measures graduate programs.			5	(
	The standards for admission into either the insticandidates from only the top half of the college measured by an admissions test commonly used institution should encourage the applications of advanced standing.  Because Lewis University is only rated as "schecked the entrance criteria for admission conform to the state's minimal requirements."	population and for entry into g strong candida selective" in it into its Colleg	I select gr graduate tes by wa ts admiss ge of Edd	aduate teacher candidates with a similar standa studies. At both the undergraduate and graduat siving content course requirements for candidate sions by U.S. News and World Report, NCT ucation. Because the college's requirements	ard as te levels, the es with Q also s only

Ratings: 🗙 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕦 Partly meets standard 🕦 Meets a small part of standard Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

standard. Candidates will be admitted who are well below the 50th percentile of the college-going population,

meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

## **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution fails to meet the standard because none of the reviewed non-reading courses addressing teaching strategies contains any assignments or lectures on planning instruction that addresses the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take two electives that cover global perspectives. There is no language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

## **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Lewis University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution only partly meets the standard because it only discourages but does not prohibit teacher candidates from taking additional courses during the student teaching experience, allowing teacher candidates to less than fully dedicate themselves to the important task and challenge of apprentice teaching.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

# 14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.*

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

# 15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.*

 $\subset$ 

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution fully meets this standard because all of its elementary teacher candidates are required to complete a substantial concentration in a single, non-education subject, meaning that less than an additional semester's work would be necessary to graduate under an alternative degree.

## **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard because it does not address classroom assessments, and its coverage is likely disjointed because it is spread out among three courses.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 75 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.				
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution only partially meets this standard. While the coursework is appropriately targeted to the elementary grade levels at which the candidates intend to teach, it is too disparate, spread out over four courses.				
21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.				
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.				
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.				
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 35 hours of professional coursework (not including student teaching).				
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.				
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.				
Pro	gram Evaluation				
24.	Graduate outcomes. <i>The institution tracks graduate outcomes such as employment and retention.</i>				
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.				
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.				
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision				

making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

Ratings: 🗙 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕦 Partly meets standard 🕦 Meets a small part of standard Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

Faculty				
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	0		
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in methods and educational psychology.			
Prep	paration Specific to Elementary Teacher Candidates			
27.	Broad subject preparation. The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.	0		
	Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.  The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, American history, world cultures, art history, and music history).			
28a.	Reading instruction. The institution prepares elementary teacher candidates in the essential components of effective reading instruction.	0		
	The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.  Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified three required textbooks that did not support effective reading instruction.			
28b.	Reading instruction. The institution ensures that all coursework adheres to the essential components of effective reading instruction.	0		
	All of an institution's required reading courses – not just some courses – should impart the research-based content that is necessary for teaching all children to read.  The institution does not meet the standard because only one of two required courses covers one or more components of effective reading instruction.			
29.	Elementary math. The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.	0		
	Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.  The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.			
30.	Math methods. The institution provides appropriate preparation in elementary mathematics methods.	•		
	Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own.  The institution only partially meets the standard because the course designed to address teaching strategies for elementary mathematics does not address the topic in sufficient depth.			



31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 

Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





## **Lewis University**

Romeoville, Illinois

## 2010 UNDERGRADUATE SPECIAL EDUCATION Teacher Preparation Program Design

D

While its strong reading preparation and general professional coursework enhance the design of this program, there are other critical elements in need of significant improvement. Specifically, mathematics preparation is extremely inadequate, the institution does not play a pivotal role in the selection of cooperating teachers for student teachers, and the institution fails to ensure that special education candidates receive the liberal arts education that best equips them to assist in teaching the Illinois K-9 curriculum. Special Education Teacher Production (2009): 29

Summary of Ratings						
1	Selective admissions	•	19	Cognitive psychology	NR	
2	Serious coursework		20	Classroom management		
3	Exit exams	$\bigcirc$	22	Preparation efficiency		
4	Understanding diversity	NR	23	Course frequency		
7	Education issues	NR	24	Graduate outcomes		
9	Assistive technology		25	Graduates' effectiveness	$\bigcirc$	
10	Global perspective	NR	26	Faculty expertise	$\bigcirc$	
11	Training model	NR	35	Broad subject preparation	$\bigcirc$	
12	Early field work		36a	Reading instruction		
13	Full-time student teaching		36b	Reading instruction	$\bigcirc$	
14	Aligned student teaching		37	Elementary math		
15	Student teaching placements		38	Special education pedagogy	NR	
18	Special education assessment	•	39	Teacher production	NR	

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Lewis University is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its College of Education. Because the college's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

 $\subset$ 

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

## **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 6. This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.



- 8. This standard pertains to instruction on the use of technology. It was not evaluated because we evaluated special education programs on instruction on the use of assistive technology (see Standard 9).
- 9. Assistive technology. *The institution ensures that special education teacher candidates are adequately prepared on the uses of assistive technologies.*

Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities.

The institution meets this standard because teacher candidates are introduced to the appropriate use of assistive technologies for students with special needs.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take two electives that cover global perspectives. There is no language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Lewis University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution only partly meets the standard because it only discourages but does not prohibit teacher candidates from taking additional courses during the student teaching experience, allowing teacher candidates to less than fully dedicate themselves to the important task and challenge of apprentice teaching.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to special education teacher preparation.

#### **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. *The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.*



Assessment data is essential to writing educational goals for students with special needs and monitoring their progress. The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 67 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the special education grade levels at which the candidates intend to teach.



This standard pertains to the preparation of general classroom teachers on the foundations of special education. It is not evaluated because it is not relevant to the preparation of special education teachers.	
Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 45 hours of professional coursework (not including student teaching).	
Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
gram Evaluation	
Graduate outcomes. <i>The institution tracks graduate outcomes such as employment and retention.</i>	•
The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.	,
Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.	
ulty	
Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	0
Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in methods and educational psychology.	
34. These standards pertain to the preparation of elementary and secondary teachers. They were not evaluated because they are not relevant to special education teacher preparation.	
	of special education. It is not evaluated because it is not relevant to the preparation of special education teachers.  Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.  With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching. The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 45 hours of professional coursework (not including student teaching).  Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.  Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.  gram Evaluation  Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.  The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.  Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.  Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution falls to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.  With the program improvements.  The institution falls to meet

Ratings: 🗙 Strong design 🌑 Meets standard 🗨 Nearly meets standard 🕦 Partly meets standard 🕦 Meets a small part of standard

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

### **Preparation Specific to Special Education Teachers** Broad subject preparation. The institution ensures that special education teacher candidates receive a broad liberal arts education. Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content special education teachers need (including world/American literature, American history, world cultures, art history, and music history). 36a. Reading instruction. The institution prepares special education teacher candidates in the essential components of effective reading instruction. All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the researchbased strategies shown to dramatically reduce the number of children needing remediation in reading. The institution meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. Although this program fully addresses effective reading instruction, we identified four textbooks that did not support this instruction. 36b. Reading instruction. The institution ensures that all coursework adheres to the essential components of effective reading instruction. . All of an institution's required reading courses – not just some courses – should impart the research-based content that is necessary for teaching all children to read. The institution does not meet the standard because only one of two required courses covers one or more components of effective reading instruction. 37. Elementary math. The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers. Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics. NR

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

38. Special education pedagogy. *The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.* 

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).

39. Teacher production. *The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.* 

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related to this standard for Lewis University's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).

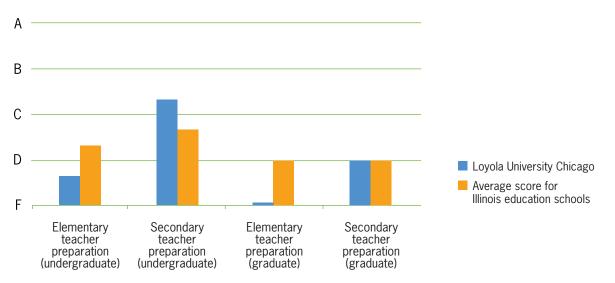


# Loyola University Chicago Chicago, Illinois

Elementary Teacher Preparation (Undergraduate)	B-
Secondary Teacher Preparation (Undergraduate)	C+
Elementary Teacher Preparation (Graduate)	F
Secondary Teacher Preparation (Graduate)	D

# **Program Grades**

Loyola University Chicago



Total Teacher Production (2009):	Medium Producer	164
Elementary (Undergraduate):		63
Secondary (Undergraduate):		35
Special Education (Undergraduate):		13
Elementary (Graduate):		20
Secondary (Graduate):		15
Special Education (Graduate):		18
Data provided by the Illinois State Board of Education		

Education School Specialized Accreditation: NCATE ✓ TEAC None Illinois State Accreditation							
Under	gradua	nte Tuition: \$\$\$\$\$	Graduate Tuition: \$\$				
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 — \$14,999 \$15,000 — \$19,999	\$\$\$\$ \$20,000 - \$24,999 \$\$\$\$\$\$ \$30,000 - \$34,999 \$\$\$\$ \$25,000 - \$29,999 \$\$\$\$\$\$ \$35,000 - \$50,000				



# **Loyola University Chicago**

Chicago, Illinois

## 2010 GRADUATE ELEMENTARY Teacher Preparation Program Design

F

The design of this elementary preparation program is in serious need of improvement. Specifically, preparation in both

Sun	nmary of Ratings				
1	Selective admissions	$\bigcirc$	20	Classroom management	
2	Serious coursework		21	Special education	
3	Exit exams	$\bigcirc$	22	Preparation efficiency	
4	Understanding diversity	NR	23	Course frequency	
5	Learning standards		24	Graduate outcomes	
6	English language learners		25	Graduates' effectiveness	$\bigcirc$
7	Education issues	NA	26	Faculty expertise	
8	Integrating technology		27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	
12	Early field work		28b	Reading instruction	$\bigcirc$
13	Full-time student teaching	$\bigcirc$	29	Elementary math	
14	Aligned student teaching		30	Math methods	$\bigcirc$
15	Student teaching placements	$\bigcirc$	31	Other methods	
17	Classroom assessments		32	Middle school preparation	
19	Cognitive psychology	NR			
Sele	ectivity				
1.	Selective admissions. The institution a as determined by objective measures graduate programs.			9	0
	candidates from only the top half of the college measured by an admissions test commonly used institution should encourage the applications of advanced standing. The education school fails to meet this star basic skills test, failing to ensure that only i	population and for entry into g strong candida adard. It relies those candidates	select gr graduate tes by wa s only on tes who	paration program should select undergraduate teacher aduate teacher candidates with a similar standard as studies. At both the undergraduate and graduate levaliving content course requirements for candidates with the state's requirement that applicants must pare at or above the 50th percentile of the collect on the able to meet the academic demands of	els, the th ass a ge-

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution pearly meets this standard because all but a small portion of assignments reflect a seriousness of

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution partially meets the standard because only one of the reviewed non-reading courses addressing teaching strategies requires one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.



7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NA

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Loyola University Chicago's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field word is required by the first semester of graduate work.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution does not meet the standard because it allows that teacher candidates take other coursework during the student teaching experience, preventing teacher candidates from fully dedicating themselves to the important task and challenge of apprentice teaching.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.

20. Classroom management. *The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.* 



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.



21.	Special education. The institution provides an orientation to special education targeted to the
	grade levels at which the candidate intends to teach.

All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.

22. Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching. The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 30 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.

#### **Program Evaluation**

24. Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

#### Faculty

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.



Ratings: 🙀 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕕 Partly meets standard 🕛 Meets a small part of standard

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, American history, world history, world geography, art history, and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 

The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers two of the five of the components of effective reading instruction (vocabulary and comprehension), but does not address phonemic awareness, phonics and fluency. We identified one required textbook that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

All of an institution's required reading courses – not just some courses – should impart the research-based content that is necessary for teaching all children to read.

The institution does not meet the standard because only one of two required courses covers one or more components of effective reading instruction.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution meets only a small part of this standard because it falls well short of providing the amount of coursework necessary to ensure that all essential topics are adequately covered and the coursework design is inadequate.

30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

0

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fails to meet the standard because elementary teacher candidates are not required to take any course focusing on teaching strategies for elementary mathematics.

31. Other methods. The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.



32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution only partially meets the standard because all of the certification areas for middle school teachers are insufficiently rigorous in their design. The institution should not qualify middle school teachers without either a major in their certification area or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





# **Loyola University Chicago**

Chicago, Illinois

#### 2010 GRADUATE SECONDARY Teacher Preparation Program Design

D

The design of this program does not ensure adequate subject area preparation for secondary teacher candidates in the sciences and social sciences. As noted in a rating comment, while flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher candidate preparation in these areas, it is still incumbent upon the institution to require that its graduates take sufficient coursework in enough subject areas to achieve some minimal level of competence. In addition, the institution does not play the pivotal role it should in the selection of the cooperating teacher for student teachers. Secondary Teacher Production (2009): 22

Sumr	mary of Ratings				
1	Selective admissions	$\bigcirc$	15	Student teaching placements	$\bigcirc$
2	Serious coursework		17	Classroom assessments	
3	Exit exams		19	Cognitive psychology	NR
4	Understanding diversity	NR	20	Classroom management	
5	Learning standards	NR	21	Special education	
6	English language learners	NR	22	Preparation efficiency	
7	Education issues	NR	23	Course frequency	
8	Integrating technology	NR	24	Graduate outcomes	
11	Training model	NR	25	Graduates' effectiveness	$\bigcirc$
12	Early field work		26	Faculty expertise	
13	Full-time student teaching	$\bigcirc$	33	High school preparation	
14	Aligned student teaching	•	34	Secondary methods	•

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs. C

The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

The education school fails to meet this standard. It relies only on the state's requirement that applicants must pass a basic skills test, failing to ensure that only those candidates who are at or above the 50th percentile of the collegegoing population are admitted. Consequently, its applicants may not be able to meet the academic demands of teaching.



2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

•

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

While we acknowledge that flawed state regulation explains the prevalence of poorly designed secondary programs across Illinois, the institution only partly meets this standard. When state regulations are demonstrably inadequate, It is incumbent upon the institution to exceed inadequate state standards in science and social science by requiring candidates to pass appropriate exit assessments in each subject and it does not do so.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

 Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program. NR

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.

NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.



7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that two courses include coverage of education policy challenges.

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

NR

Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Loyola University Chicago's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 

 $\bigcirc$ 

Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution does not meet the standard because it allows that teacher candidates take other coursework during the student teaching experience, preventing teacher candidates from fully dedicating themselves to the important task and challenge of apprentice teaching.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to secondary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.

20. Classroom management. *The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.* 



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the secondary grade levels at which the candidates intend to teach.



21.	
	Special education. <i>The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.</i>
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 27 hours of professional coursework (not including student teaching).
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.
Prog	gram Evaluation
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.
Facu	ılty
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.
	2. These standards pertain to preparation of elementary teachers. They were not evaluated

#### **Preparation Specific to Secondary Teachers**

33. High school preparation. *The institution requires an academic major of its high school teacher candidates that is equivalent in rigor to that of non-education majors.* 

•

All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

While most of the course requirements in the certification areas for secondary teachers appear to be sound, the institution only partly meets the standard because of inadequate course requirements in two subject areas, science and social studies. Acknowledging that flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher preparation in both science and social studies, it is still incumbent upon the institution to require that its graduates take enough coursework in these broad subject areas to achieve some minimal level of competence.

34. Secondary methods. *The institution provides appropriate preparation for secondary teacher candidates in content area methods.* 



Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.

The institution fully meets the standard because it requires methods courses specific to subject areas for all secondary teacher candidates.

35-39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.



# **Loyola University Chicago**

Chicago, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

B-

The selectivity of this university, coverage of the issues relevant to teaching in 21st century classrooms, professional coursework with particularly clear focus, and strong reading preparation enhance the sound design of this preparation program for elementary teachers. However, preparation in mathematics, which is only partially adequate, is in need of improvement. Furthermore, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers and the institution only partially ensures that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 57

Sum	mary of Ratings				
1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams	$\bigcirc$	21	Special education	•
4	Understanding diversity	NR	22	Preparation efficiency	•
5	Learning standards		23	Course frequency	•
6	English language learners		24	Graduate outcomes	
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	•
10	Global perspective	NR	27	Broad subject preparation	
11	Training model	NR	28a	Reading instruction	$\Rightarrow$
12	Early field work		28b	Reading instruction	
13	Full-time student teaching	$\bigcirc$	29	Elementary math	
14	Aligned student teaching		30	Math methods	$\bigcirc$
15	Student teaching placements	$\bigcirc$	31	Other methods	
16	Back-up degree		32	Middle school preparation	
17	Classroom assessments				

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.

The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Loyola University Chicago's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### Preparation for the 21st Century Classroom

4. Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. *The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.* 



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because most of the reviewed non-reading courses assessing teaching strategies have one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take CPSY 342 (related to global perspectives), and secondary education majors (undergraduate) must pass a competency test in a foreign language, or obtain a grade of C- or better at the 102-level or above in any foreign language. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Loyola University Chicago's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution does not meet the standard because it allows that teacher candidates take other coursework during the student teaching experience, preventing teacher candidates from fully dedicating themselves to the important task and challenge of apprentice teaching.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution meets only a small part of this standard because its concentration allows coursework in a combination of disciplines rather than in one discipline, with the result that a teacher candidate would face at least a year's work to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard. While it provides coverage of key topics, its coverage is likely disjointed because it is spread out among three courses.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted
	to the grade levels at which the candidate intends to teach.

•

Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the early childhood grade levels at which the candidates intend to teach.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 35 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.

#### **Program Evaluation**

24. Graduate outcomes. *The institution tracks graduate outcomes such as employment and retention.* 



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution only partially meets this standard because neither the institution nor its teacher preparation program appears to ensure sufficient coverage in the world/American literature, world history, world cultures, and music history content elementary teachers need. We note course requirements in other essential content areas, including writing, children's literature, American history, music history and science.

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. All required textbooks address effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution meets the standard because both required courses cover one or more components of effective reading instruction.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution only partly meets this standard because it does not provide the amount of coursework necessary to

ensure that all essential topics are adequately covered and because the existing coursework does not adequately cover essential topics.



30.	Math methods. The institution provides appropriate preparation in elementary mathematics
	methods

 $\bigcirc$ 

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fails to meet the standard because elementary teacher candidates are not required to take any course focusing on teaching strategies for elementary mathematics.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution only partially meets the standard because all of the certification areas for middle school teachers are insufficiently rigorous in their design. The institution should not qualify middle school teachers without either a major in their certification area or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.



# **Loyola University Chicago**

Chicago, Illinois

### 2010 UNDERGRADUATE SECONDARY Teacher Preparation Program Design

C+

The design of this program is enhanced by its university's selectivity in admissions and by strong professional coursework. However, subject area preparation requirements for secondary teacher candidates in the sciences and social sciences are inadequate. As noted in a rating comment, while flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher candidate preparation in these areas, it is still incumbent upon the institution to require that its graduates take sufficient coursework in enough subject areas to achieve some minimal level of competence. In addition, the institution does not play the pivotal role it should in the selection of the cooperating teacher for student teachers. Secondary teacher production (2009): 24

#### **Summary of Ratings**

1	Selective admissions	•	15	Student teaching placements	$\circ$
2	Serious coursework		17	Classroom assessments	
3	Exit exams		19	Cognitive psychology	NR
4	Understanding diversity	?	20	Classroom management	
5	Learning standards	NR	21	Special education	
6	English language learners	NR	22	Preparation efficiency	
7	Education issues	NR	23	Course frequency	
8	Integrating technology	NR	24	Graduate outcomes	
10	Global perspective	NR	25	Graduates' effectiveness	
11	Training model	NR	26	Faculty expertise	
12	Early field work		33	High school preparation	
13	Full-time student teaching	$\bigcirc$	34	Secondary methods	
14	Aligned student teaching			-	

#### Selectivity

1. Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Loyola University Chicago's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

•

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

While we acknowledge that flawed state regulation explains the prevalence of poorly designed secondary programs across Illinois, the institution only partly meets this standard. When state regulations are demonstrably inadequate, It is incumbent upon the institution to exceed inadequate state standards in science and social science by requiring candidates to pass appropriate exit assessments in each subject and it does not do so.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

?

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. *Where relevant, the institution incorporates the state's student learning standards into the preparation program.* 

NR

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.

NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

NR

Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.
- 10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take CPSY 342 (related to global perspectives), and secondary education majors (undergraduate) must pass a competency test in a foreign language, or obtain a grade of C- or better at the 102-level or above in any foreign language. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Loyola University Chicago's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field word is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution does not meet the standard because it allows that teacher candidates take other coursework during the student teaching experience, preventing teacher candidates from fully dedicating themselves to the important task and challenge of apprentice teaching.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to secondary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is negligible in one course.

20. Classroom management. *The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.* 



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the secondary grade levels at which the candidates intend to teach.



21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.						
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.						
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.						
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 29 hours of professional coursework (not including student teaching).						
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.						
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.						
Prog	gram Evaluation						
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.						
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.						
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.						
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.						
Facı	ılty						
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.						
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.						
27-3	2. These standards pertain to preparation of elementary teachers. They were not evaluated because they are not relevant to secondary teacher preparation.						

Ratings: 🗙 Strong design 🌑 Meets standard 🗨 Nearly meets standard 🕦 Partly meets standard 🕦 Meets a small part of standard

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

#### **Preparation Specific to Secondary Teachers**

33. High school preparation. *The institution requires an academic major of its high school teacher candidates that is equivalent in rigor to that of non-education majors.* 

•

All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

While most of the course requirements in the certification areas for secondary teachers appear to be sound, the institution only partly meets the standard because of inadequate course requirements in two subject areas, science and social studies. Acknowledging that flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher preparation in both science and social studies, it is still incumbent upon the institution to require that its graduates take enough coursework in these broad subject areas to achieve some minimal level of competence.

34. Secondary methods. *The institution provides appropriate preparation for secondary teacher candidates in content area methods.* 



Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.

The institution fully meets the standard because it requires methods courses specific to subject areas for all secondary teacher candidates.

35-39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.

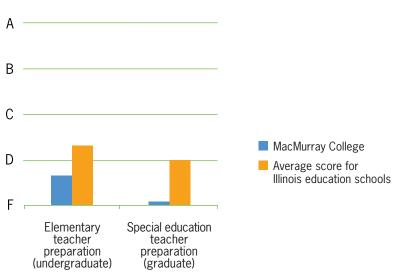
# MacMurray College Division of Education

Jacksonville, Illinois

**Elementary Teacher Preparation** (Undergraduate) Special Education Teacher Preparation (Undergraduate)

D-F

# **Program Grades**MacMurray College



Total Teacher Production (2009):	Very Low Producer	24
Elementary (Undergraduate):		8
Special Education (Undergraduate):		16
Data provided by the Illinois State Board of Education		

Education School Specialized Accreditation: NCATE TEAC None 🗸   Illinois State Accreditation 🗸									
Undergraduate Tuition: \$\$\$			Graduate Tuition: NA						
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999		\$20,000 — \$24,999 \$25,000 — \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$	\$30,000 - \$34,999 5 \$35,000 - \$50,000			



# **MacMurray College**

Jacksonville, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

D-

The preparation provided by this is program in need of improvement. Specifically, there is extremely inadequate reading preparation and partially inadequate mathematics preparation, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and the institution only partially ensures that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 4

Summary of Ratings									
1	Selective admissions	•	19	Cognitive psychology	NR				
2	Serious coursework		20	Classroom management					
3	Exit exams		21	Special education					
4	Understanding diversity	NR	22	Preparation efficiency					
5	Learning standards		23	Course frequency	$\bigcirc$				
6	English language learners		24	Graduate outcomes					
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$				
8	Integrating technology		26	Faculty expertise	$\bigcirc$				
10	Global perspective	NR	27	Broad subject preparation					
11	Training model	NR	28a	Reading instruction	$\bigcirc$				
12	Early field work		28b	Reading instruction	NA				
13	Full-time student teaching		29	Elementary math					
14	Aligned student teaching		30	Math methods					
15	Student teaching placements		31	Other methods	•				
16	Back-up degree		32	Middle school preparation					
17	Classroom assessments								

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs. C

The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because MacMurray College is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Division of Education. Because the division's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution partially meets the standard because only a minority of the reviewed non-reading courses addressing teaching strategies contains one or more lectures or assignments on planning instruction that addresses the needs of English language learn

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take a couple of courses related to global perspectives. There is no foreign language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of MacMurray College's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution meets only a small part of this standard because there are insufficient requirements for a concentration, with the result that a teacher candidate would face at least a year's work to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard. While it provides coverage of key topics, its coverage is likely disjointed because it is spread out among three courses.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 33 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.	•
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution only partially meets this standard. While the coursework is appropriately targeted to the elementary grade levels at which the candidates intend to teach, it is too disparate, spread out over three courses.	
21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.	•
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 46 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	0
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution does not meet this standard because we were able to identify one or more required courses that are not offered each year (e.g., ELED 248, a course required for elementary certification, was not offered in a recent fall and spring term).	
Pro	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•
	The institution partially meets this standard. Documents obtained from the institution indicate that the institution surveys only its graduates on their retention.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.	
	The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.	

Ratings: 🗙 Strong design 🌑 Meets standard 🗨 Nearly meets standard 🕦 Partly meets standard 🕦 Meets a small part of standard

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in foundations of education and methods.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution only partially meets this standard because neither the institution nor its teacher preparation program appears to ensure sufficient coverage in the world/American literature, world cultures, music history and art history content elementary teachers need. We note course requirements in other essential content areas, including writing, children's literature, American history, world history and science.

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 

The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified two required textbooks that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

NA

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

Because we could not find adequate evidence of effective reading instruction being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution only partly meets this standard because it falls well short of providing the amount of coursework necessary to ensure that all essential topics are adequately covered.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution only partially meets the standard because all of the certification areas for middle school teachers are insufficiently rigorous in their design. The institution should not qualify middle school teachers without either a major in their certification area or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





## MacMurray College

Jacksonville, Illinois

#### 2010 UNDERGRADUATE SPECIAL EDUCATION Teacher Preparation Program Design

F

There are critical elements of this program's design that are in need of very significant improvement. Specifically, reading and mathematics preparation are extremely weak, the institution does not play a pivotal role in the selection of cooperating teachers for student teachers, and the institution fails to ensure that special education teacher candidates receive the liberal arts education that best equips them to assist in teaching the Illinois K-9 curriculum. Special Education Teacher Production (2009): 21

Sum	Summary of Ratings						
1	Selective admissions	•	19	Cognitive psychology	NR		
2	Serious coursework		20	Classroom management			
3	Exit exams		22	Preparation efficiency			
4	Understanding diversity	NR	23	Course frequency			
7	Education issues	NR	24	Graduate outcomes	•		
9	Assistive technology		25	Graduates' effectiveness	$\bigcirc$		
10	Global perspective	NR	26	Faculty expertise	$\bigcirc$		
11	Training model	NR	35	Broad subject preparation	$\bigcirc$		
12	Early field work		36a	Reading instruction	$\bigcirc$		
13	Full-time student teaching		36b	Reading instruction	NA		
14	Aligned student teaching		37	Elementary math	$\bigcirc$		
15	Student teaching placements		38	Special education pedagogy	NR		
18	Special education assessment	•	39	Teacher production	NR		
Sele	ctivity						

Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.

The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because MacMurray College is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Division of Education. Because the division's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 6. This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.



- 8. This standard pertains to instruction on the use of technology. It was not evaluated because we evaluated special education programs on instruction on the use of assistive technology (see Standard 9).
- 9. Assistive technology. *The institution ensures that special education teacher candidates are adequately prepared on the uses of assistive technologies.*

Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities.

The institution meets this standard because teacher candidates are introduced to the appropriate use of assistive technologies for students with special needs.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take a couple of courses related to global perspectives. There is no foreign language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of MacMurray College's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

 $\subset$ 

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to special education teacher preparation.

#### **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. *The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.*



Assessment data is essential to writing educational goals for students with special needs and monitoring their progress. The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 5 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the special education grade levels at which the candidates intend to teach.



andard pertains to the preparation of general classroom teachers on the foundations ial education. It is not evaluated because it is not relevant to the preparation of education teachers.  ation efficiency. The institution offers an efficient program of study, as indicated by the difference of credit hours needed for completion.  Evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep ents within reasonable bounds that won't deter talented individuals contemplating a career in teaching. It is easily that the standard. The number of required semester hours to complete the professional realigntly exceeds an acceptable level (57 semester hours). The program requires 61 hours of professional work (not including student teaching).  If requency. The institution offers all required courses at least once each year to make lible to complete the program in a timely fashion.  Is that cannot be completed on time create a disincentive to pursue the teaching profession. Itution fully meets this standard because it offers all required courses each year.  Caluation  Attention partially meets this standard. Documents obtained from the institution indicate that the institution only its graduates on their retention.	
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tos' effectiveness. The institution fully utilizes any available data provided by the state	
ntes' effectiveness. The institution fully utilizes any available data provided by the state nol districts to measure the effectiveness of its teacher graduates in order to make m improvements.	0
a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision and accountability in preparing teachers.  Itution fails to meet this standard. Documents obtained from the institution indicated that the institution does alarly collect data regarding the academic performance of its graduates' students.	
expertise. The institution mirrors the scholarship practiced in other fields by not ing faculty members to teach multiple disparate disciplines.	$\overline{\bigcirc}$
most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of n, human learning and secondary biology methods. itution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning ors to teach coursework in disparate fields of study, such as courses in foundations of education and methods.	
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## **Preparation Specific to Special Education Teachers** Broad subject preparation. The institution ensures that special education teacher candidates receive a broad liberal arts education. Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content special education teachers need (including world/American literature, children's literature, world cultures, music history and art history). 36a. Reading instruction. The institution prepares special education teacher candidates in the essential components of effective reading instruction. All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the researchbased strategies shown to dramatically reduce the number of children needing remediation in reading. Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified two required textbooks that did not support effective reading instruction. NΑ 36b. Reading instruction. The institution ensures that all coursework adheres to the essential components of effective reading instruction. . All of an institution's required reading courses – not just some courses – should impart the research-based content that is necessary for teaching all children to read. Because we could not find adequate evidence of effective reading instruction being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant. 37. Elementary math. The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers. Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

38. Special education pedagogy. *The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.* 

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).

NR



39. Teacher production. *The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.* 

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

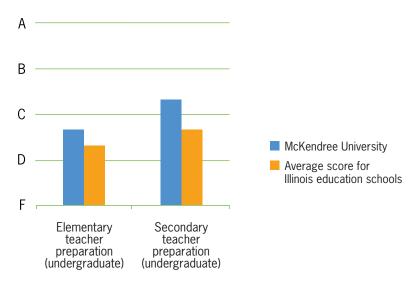
Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related to this standard for MacMurray College's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).

# McKendree University School of Education

Lebanon, Illinois

**Elementary Teacher Preparation** (Undergraduate) C-Secondary Teacher Preparation (Undergraduate) C+

# **Program Grades** McKendree University



Total Teacher Production (2009):	Low Producer	69
Elementary (Undergraduate):		39
Secondary (Undergraduate):		10
Special Education (Undergraduate):		5
Elementary (Graduate):		1
Secondary (Graduate):		6
Special Education (Graduate):		8
Data provided by the Illinois State Board of Education		

Educa	Education School Specialized Accreditation: NCATE 🗸 TEAC None   Illinois State Accreditation 🗸							
Under	gradua	nte Tuition: \$\$\$\$	Graduate Tuition: \$\$\$\$					
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 — \$14,999 \$15,000 — \$19,999	\$\$\$\$ \$20,000 — \$24,999 \$\$\$\$\$ \$25,000 — \$29,999	\$\$\$\$\$\$ \$30,000 - \$34,999 \$\$\$\$\$\$\$ \$35,000 - \$50,000				



## **McKendree University**

Lebanon, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

C-

While its university's selectivity is a strength in the design of this preparation program for elementary teachers, other critical elements are in need of improvement. Specifically, preparation in both reading and mathematics is extremely inadequate, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 50

Sumi	mary of Ratings				
1	Selective admissions		19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams	$\bigcirc$	21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	
5	Learning standards		23	Course frequency	
6	English language learners		24	Graduate outcomes	
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology	$\bigcirc$	26	Faculty expertise	$\bigcirc$
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	$\bigcirc$
12	Early field work		28b	Reading instruction	NA
13	Full-time student teaching		29	Elementary math	$\bigcirc$
14	Aligned student teaching		30	Math methods	
15	Student teaching placements	$\bigcirc$	31	Other methods	
16	Back-up degree		32	Middle school preparation	
17	Classroom assessments	$\Rightarrow$			

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

McKendree's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.



and require mastery of course content.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because most of the reviewed non-reading courses assessing teaching strategies have one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that two courses include coverage of education policy challenges.



8.	Integrating technology. The institution ensures that applications of technology are integrated
	into the pedagogy associated with specific content areas.

Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution fails to meet the standard because none of the reviewed courses addressing teaching strategies contains assignments requiring teacher candidates to plan instruction with technology applications.

This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

NR

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take several courses covering global perspectives. There is no foreign language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctg.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of McKendree University's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



NR

Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution meets only a small part of this standard because its concentration allows coursework in a combination of disciplines rather than in one discipline, with the result that a teacher candidate would face at least a year's work to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.	•
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution only partially meets this standard. While it has established a coherent design for instruction on classroom management, it is not targeted to the elementary grade levels at which the candidates intend to teach.	
21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.	•
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 41 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Pro	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.	r
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.	

## Faculty 26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines. Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in foundations of education and methods. Preparation Specific to Elementary Teacher Candidates 27. Broad subject preparation. The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades. Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history. The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, world history, world cultures, art history and music history). 28a. Reading instruction. The institution prepares elementary teacher candidates in the essential components of effective reading instruction. The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks. Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified one required textbook that did not support effective reading instruction. NA 28b. Reading instruction. The institution ensures that all coursework adheres to the essential components of effective reading instruction. All of an institution's required reading courses – not just some courses – should impart the research-based content that is necessary for teaching all children to read. The standard does not apply to only one reading course. 29. Elementary math. The institution provides adequate preparation in the specific mathematics content needed by elementary teachers. Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics. Math methods. The institution provides appropriate preparation in elementary mathematics methods. Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own.

The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely

to teaching strategies for elementary mathematics.



31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 

Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





## **McKendree University**

Lebanon, Illinois

### 2010 UNDERGRADUATE SECONDARY Teacher Preparation Program Design

C+

The design of this program is enhanced by the university's selectivity in admissions. However, subject area preparation requirements for secondary teacher candidates in the sciences and social sciences are inadequate. As noted in a rating comment, while flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher candidate preparation in these areas, it is still incumbent upon the institution to require that its graduates take enough coursework in broad subject areas to achieve some minimal level of competence. In addition, the institution should play a more pivotal role in the selection of the cooperating teacher for student teachers. Secondary Teacher Production (2009): 19

### **Summary of Ratings**

1	Selective admissions	•	15	Student teaching placements	$\circ$
2	Serious coursework		17	Classroom assessments	$\Rightarrow$
3	Exit exams		19	Cognitive psychology	?
4	Understanding diversity	?	20	Classroom management	
5	Learning standards	NR	21	Special education	•
6	English language learners	NR	22	Preparation efficiency	
7	Education issues	NR	23	Course frequency	
8	Integrating technology	NR	24	Graduate outcomes	
10	Global perspective	NR	25	Graduates' effectiveness	$\bigcirc$
11	Training model	NR	26	Faculty expertise	$\bigcirc$
12	Early field work		33	High school preparation	
13	Full-time student teaching		34	Secondary methods	
14	Aligned student teaching				

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

McKendree's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution mosts this standard because all but a very small portion of assignments reflect a seriousness of pure

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

While we acknowledge that flawed state regulation explains the prevalence of poorly designed secondary programs across Illinois, the institution only partly meets this standard. When state regulations are demonstrably inadequate, It is incumbent upon the institution to exceed inadequate state standards in science and social science by requiring candidates to pass appropriate exit assessments in each subject and it does not do so.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

?

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.

NR

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.

NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

NR

Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.
- 10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take several courses covering global perspectives. There is no foreign language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctg.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of McKendree

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 

University's placement practices with those of education schools in its vicinity.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to secondary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

7

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles."

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution only partially meets this standard. While it has established a coherent design for instruction on classroom management, it is not targeted to the secondary grade levels at which the candidates intend to teach.

Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.  All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.	
of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special	
Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching. The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 23 hours of professional coursework (not including student teaching).	
Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
ram Evaluation	
Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•
The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.	
Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.	
lty	
Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	0
Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in foundations of education and methods.	
2. These standards pertain to preparation of elementary teachers. They were not evaluated because they are not relevant to secondary teacher preparation.	
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching. The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 23 hours of professional coursework (not including student teaching).  Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.  Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.  **ram Evaluation**  Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.  The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.  Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.  Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.  Ity  Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.  Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning

#### **Preparation Specific to Secondary Teachers**

33. High school preparation. *The institution requires an academic major of its high school teacher candidates that is equivalent in rigor to that of non-education majors.* 

•

All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

While most of the course requirements in the certification areas for secondary teachers appear to be sound, the institution only partly meets the standard because of inadequate course requirements in two subject areas, science and social studies. Acknowledging that flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher preparation in both science and social studies, it is still incumbent upon the institution to require that its graduates take enough coursework in these broad subject areas to achieve some minimal level of competence.

34. Secondary methods. *The institution provides appropriate preparation for secondary teacher candidates in content area methods.* 



Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.

The institution fully meets the standard because it requires methods courses specific to subject areas for all secondary teacher candidates.

35-39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.

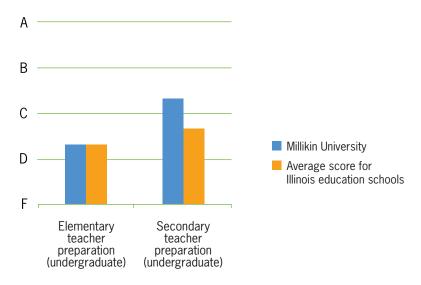
# Millikin University School of Education

Decatur, Illinois

**Elementary Teacher Preparation** (Undergraduate) D+ Secondary Teacher Preparation (Undergraduate) C+

## **Program Grades**

Millikin University



Total Teacher Production (2009):	Low Producer	118
Early Childhood (Undergraduate):		25
Elementary (Undergraduate):		51
Secondary (Undergraduate):		15
Special Education (Undergraduate):		27
Data provided by the Illinois State Board of Education		

Educa	Education School Specialized Accreditation: NCATE TEAC None 🗸   Illinois State Accreditation 🗸							
Under	gradua	te Tuition: \$\$\$\$\$	Graduate Tu	ition: NA				
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999		0 - \$24,999 0 - \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 – \$34,999 \$35,000 – \$50,000		



## **Millikin University**

Decatur, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

D+

While its university's selectivity is a strength in the design of this preparation program for elementary teachers, other critical elements are in need of improvement. Specifically, preparation in both reading and mathematics is extremely inadequate, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and the institution only partially ensures that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 42

Summary of Ratings								
1	Selective admissions	•	19	Cognitive psychology	NR			
2	Serious coursework		20	Classroom management	•			
3	Exit exams	$\bigcirc$	21	Special education	•			
4	Understanding diversity	NR	22	Preparation efficiency	•			
5	Learning standards	$\Diamond$	23	Course frequency	•			
6	English language learners	$\bigcirc$	24	Graduate outcomes	•			
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$			
8	Integrating technology	$\bigcirc$	26	Faculty expertise	$\bigcirc$			
10	Global perspective	NR	27	Broad subject preparation				
11	Training model	NR	28a	Reading instruction	$\bigcirc$			
12	Early field work		28b	Reading instruction	NA			
13	Full-time student teaching		29	Elementary math	$\bigcirc$			
14	Aligned student teaching		30	Math methods	•			
15	Student teaching placements	$\bigcirc$	31	Other methods				
16	Back-up degree	$\bigcirc$	32	Middle school preparation				
17	Classroom assessments							

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Millikin's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### Preparation for the 21st Century Classroom

4. Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.



Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. *The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.* 



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution fails to meet the standard because none of the reviewed non-reading courses addressing teaching strategies contains any assignments or lectures on planning instruction that addresses the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8.	Integrating technology. The institution ensures that applications of technology are integrated
	into the pedagogy associated with specific content areas.

 $\circ$ 

Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution fails to meet the standard because none of the reviewed courses addressing teaching strategies contains assignments requiring teacher candidates to plan instruction with technology applications.

9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

NR

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates must take IN 350, and students pursuing the B.A. track must complete 12 hours of language coursework (no requirement for B.S. candidates). Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

1

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Millikin University's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.



13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 

Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

### 14. Aligned student teaching. The institution designs student teaching to have a local experience of sufficient length.

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert* cooperating teachers from its partner schools.

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.

Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful. The institution fails to meet this standard because a non-education concentration is not required of candidates, meaning that a teacher candidate would face at least a year's work to graduate under an alternative degree.

#### Professional Training



17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive. The institution does not fully meet the standard because it does not address standardized testing in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 33 percent of one course.

20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.				
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution meets this standard because it has established a coherent design for instruction on classroom management targeted to the elementary grade levels at which candidates intend to teach.				
21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.				
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.				
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.				
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 40 hours of professional coursework (not including student teaching).				
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•			
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.				
Pro	gram Evaluation				
24.	Graduate outcomes. <i>The institution tracks graduate outcomes such as employment and retention.</i>	•			
	The institution partially meets this standard. Documents obtained from the institution indicate that the institution surveys only its graduates on their job performance.				
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0			
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.				

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does

not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in methods and educational psychology, or foundations of education and methods.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution only partially meets this standard because neither the institution nor its teacher preparation program appears to ensure sufficient coverage in the world/American literature, world history, music history and art history content elementary teachers need. We note course requirements in other essential content areas, including writing and science.

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 

 $\bigcirc$ 

The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified two required textbooks that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

NA

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

Because we could not find adequate evidence of effective reading instruction being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 

0

Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





## **Millikin University**

Decatur, Illinois

#### 2010 UNDERGRADUATE SECONDARY Teacher Preparation Program Design

C+

The design of this program is enhanced by its university's selectivity in admissions and by strong professional coursework. However, subject area preparation requirements for secondary teacher candidates in the sciences and social sciences are inadequate. As noted in a rating comment, while flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher candidate preparation in these areas, it is still incumbent upon the institution to require that its graduates take sufficient coursework in enough subject areas to achieve some minimal level of competence. In addition, the institution should play a more pivotal role in the selection of the cooperating teacher for student teachers. Secondary teacher production (2009): 13

### **Summary of Ratings**

1	Selective admissions	•	15	Student teaching placements	$\circ$
2	Serious coursework		17	Classroom assessments	
3	Exit exams		19	Cognitive psychology	NR
4	Understanding diversity	?	20	Classroom management	
5	Learning standards	$\Diamond$	21	Special education	
6	English language learners	NR	22	Preparation efficiency	
7	Education issues	NR	23	Course frequency	
8	Integrating technology	NR	24	Graduate outcomes	
10	Global perspective	NR	25	Graduates' effectiveness	$\bigcirc$
11	Training model	NR	26	Faculty expertise	$\bigcirc$
12	Early field work		33	High school preparation	
13	Full-time student teaching		34	Secondary methods	
14	Aligned student teaching	•			

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Millikin's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution mosts this standard because all but a very small postion of assignments reflect a seriousness of pure

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

While we acknowledge that flawed state regulation explains the prevalence of poorly designed secondary programs across Illinois, the institution only partly meets this standard. When state regulations are demonstrably inadequate, It is incumbent upon the institution to exceed inadequate state standards in science and social science by requiring candidates to pass appropriate exit assessments in each subject and it does not do so.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 



Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. *Where relevant, the institution incorporates the state's student learning standards into the preparation program.* 



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.

NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.

8. Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.

NR

Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.

This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting

NR

an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates must take IN 350, and students pursuing the B.A. track must complete 12 hours of language coursework (no requirement for B.S. candidates). Several educationfocused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### Practice Teaching

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctg.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Millikin University's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.







Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard because it does not address standardized testing in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to secondary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 33 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets the standard because it provides instruction on classroom management, targeting the secondary grade levels at which the candidates intend to teach.

21.		
	Special education. <i>The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.</i>	
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 20 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Prog	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	0
	The institution partially meets this standard. Documents obtained from the institution indicate that the institution surveys only its graduates on their job performance.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	С
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.	
Facı	ılty	
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	С
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in methods and educational psychology, or foundations of education and methods.	

### **Preparation Specific to Secondary Teachers**

33. High school preparation. *The institution requires an academic major of its high school teacher candidates that is equivalent in rigor to that of non-education majors.* 

•

All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

While most of the course requirements in the certification areas for secondary teachers appear to be sound, the institution only partly meets the standard because of inadequate course requirements in two subject areas, science and social studies. Acknowledging that flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher preparation in both science and social studies, it is still incumbent upon the institution to require that its graduates take enough coursework in these broad subject areas to achieve some minimal level of competence.

34. Secondary methods. *The institution provides appropriate preparation for secondary teacher candidates in content area methods.* 



Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.

The institution fully meets the standard because it requires methods courses specific to subject areas for all secondary teacher candidates.

35-39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.

# Monmouth College Educational Studies Department

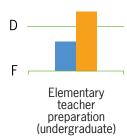
Monmouth, Illinois

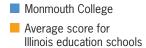
**Elementary Teacher Preparation** (Undergraduate)

D-

# **Program Grades**Monmouth College

A -





<b>Total Teacher Production</b> (2009):	Low Producer	57
Elementary (Undergraduate):		31
Secondary (Undergraduate):		15
Special Education (Undergraduate):		11

Data provided by the Illinois State Board of Education

<b>Education School Specialized Accreditation:</b>	NCATE	TEAC	None ✓	Illinois State Accreditation $\checkmark$

Undergraduate Tuition: \$\$\$\$			Grad	uate Tuition: NA		
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 — \$14,999 \$15,000 — \$19,999		\$20,000 - \$24,999 \$25,000 - \$29,999	\$30,000 - \$34,999 \$35,000 - \$50,000	



### **Monmouth College**

Monmouth, Illinois

### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

D-

The preparation provided by this program is in need of improvement. Specifically, there is extremely inadequate reading preparation and very inadequate mathematics preparation, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 33

Sum	mary of Ratings				
1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	•
3	Exit exams		21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	•
5	Learning standards		23	Course frequency	•
6	English language learners		24	Graduate outcomes	•
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	$\bigcirc$
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	$\bigcirc$
12	Early field work		28b	Reading instruction	NA
13	Full-time student teaching		29	Elementary math	
14	Aligned student teaching		30	Math methods	
15	Student teaching placements		31	Other methods	•
16	Back-up degree		32	Middle school preparation	
17	Classroom assessments	0			
Cala	ctivity				

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Monmouth College is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Educational Studies Department. Because the department's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

### Preparation for the 21st Century Classroom

4. Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness – it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution partially meets the standard because only a minority of the reviewed non-reading courses addressing teaching strategies contains one or more lectures or assignments on planning instruction that addresses the needs of English language learn

Education issues. The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates must take one global perspectives course, and students are required to show foreign language proficiency equivalent to one year of coursework. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Monmouth College's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution mosts the standard ensuring that all teacher candidates can fully dedicate themselves to the imm

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

## 14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.*

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

 $\subset$ 

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution meets only a small part of this standard because its concentration allows coursework in a combination of disciplines rather than in one discipline, with the result that a teacher candidate would face at least a year's work to graduate under an alternative degree.

### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not meet the standard because it does not prepare teachers candidates to understand data and assessment, the nature of classroom and standardized assessments, and how to use data from both classroom and standardized assessments to improve instruction. New coursework may remedy this deficiency.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 100 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted
	to the grade levels at which the candidate intends to teach.

•

Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets this standard because it has established a coherent design for instruction on classroom management targeted to the elementary grade levels at which candidates intend to teach.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels. A proposed change in the design of coursework may remedy this deficiency.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 44 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. *The institution fully meets this standard because it offers all required courses each year.* 

### **Program Evaluation**

24. Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in foundations of education and methods, or in methods and educational psychology.

### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, American history, world history, world cultures, art history, and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 

The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified three required textbooks that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

NA

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

Because we could not find adequate evidence of effective reading instruction being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution meets only a small part of this standard because it falls well short of providing the amount of cousework necessary to ensure that all essential topics are adequately covered and the coursework design is inadequate.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for elementary mathematics does not address the topic in sufficient depth.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution only partially meets the standard because all of the certification areas for middle school teachers are insufficiently rigorous in their design. The institution should not qualify middle school teachers without either a major in their certification area or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.

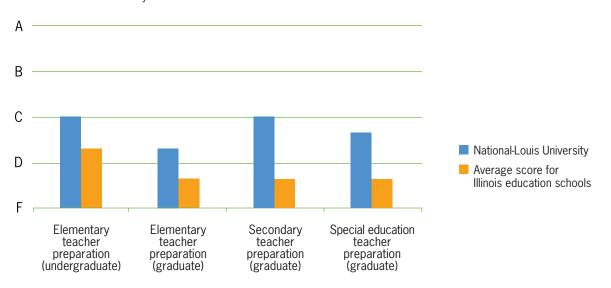


# National-Louis University National College of Education

Chicago, Illinois

Elementary Teacher Preparation (Undergraduate)	C
Elementary Teacher Preparation (Graduate)	D+
Secondary Teacher Preparation (Graduate)	C
Special Education Teacher Preparation (Graduate)	C-

# **Program Grades**National-Louis University



<b>Total Teacher Production</b> (2009):	High Producer	385
Early Childhood (Undergraduate):		27
Elementary (Undergraduate):		73
Early Childhood (Graduate):		13
Elementary (Graduate):		170
Secondary (Graduate):		32
Special Education (Graduate):		70
Data provided by the Illinois State Board of Education		

Educa	Education School Specialized Accreditation: NCATE 🗸 TEAC None   Illinois State Accreditation							
Undergraduate Tuition: \$\$\$			Graduate Tuition: \$\$\$\$					
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999	\$\$\$\$ \$\$\$\$\$	\$20,000 — \$24,999 \$25,000 — \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000		



### **National-Louis University**

Wheeling, Illinois

### 2010 GRADUATE ELEMENTARY Teacher Preparation Program Design

D+

While the design of this program is enhanced by its selectivity, it is in serious need of improvement. Specifically, reading preparation is very inadequate, mathematics preparation is extremely inadequate, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. We could not determine if the institution plays the pivotal role it should in the selection of cooperating teachers for student teachers. Elementary Teacher Production (2009): 143

Sum	mary of Ratings				
1	Selective admissions	•	20	Classroom management	•
2	Serious coursework	$\bigcirc$	21	Special education	
3	Exit exams	$\bigcirc$	22	Preparation efficiency	•
4	Understanding diversity	NR	23	Course frequency	•
5	Learning standards		24	Graduate outcomes	•
6	English language learners	$\bigcirc$	25	Graduates' effectiveness	$\bigcirc$
7	Education issues	NA	26	Faculty expertise	$\bigcirc$
8	Integrating technology		27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	
12	Early field work		28b	Reading instruction	•
13	Full-time student teaching		29	Elementary math	$\bigcirc$
14	Aligned student teaching		30	Math methods	
15	Student teaching placements	?	31	Other methods	•
17	Classroom assessments	$\bigcirc$	32	Middle school preparation	
19	Cognitive psychology	NR			

### Selectivity

1. Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

The institution nearly meets the standard. Its college's requirements commendably exceed the state's requirement that all applicants to teacher preparation programs must pass a basic skills test by instead requiring that all applicants take a more appropriate test for admission to a graduate program. However, since its cut-score is below the 50th percentile of the college-going population, its entrance criteria will result in candidates who are unlikely to meet the academic demands of teaching.

Ratings:	★ Strong design	Meets standard	Nearly meets stand	dard Partly mee	ts standard	Meets a small part of standard
	Fails to meet sta	ndard ? Data insuff	icient for a final rating	<b>NA</b> Not applicable	NR Not rate	ed

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution fails to meet this standard because most assignments do not reflect a seriousness of purpose and mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution fails to meet the standard because none of the reviewed non-reading courses addressing teaching strategies contains any assignments or lectures on planning instruction that addresses the needs of English language learners.



7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NA

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution partially meets the standard because only a minority of the reviewed courses addressing teaching strategies requires one or more assignments that teacher candidates plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of National-Louis University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

## 14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.*

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

### 15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.*

?

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. We were not able to determine if this institution asserts its critical role in the selection of cooperating teachers, thereby making it possible to ensure that they have demonstrated the necessary characteristics.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not meet the standard because it does not prepare teachers candidates to understand data and assessment, the nature of classroom and standardized assessments, and how to use data from both classroom and standardized assessments to improve instruction.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is just under 50 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution only partially meets this standard. While it has established a coherent design for instruction on classroom management, it is not targeted to the elementary grade levels at which the candidates intend to teach.



21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.	•
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 27 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Prog	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.	
Facı	ılty	
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	$\bigcirc$
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in foundations of education, methods, and educational psychology.	
Rating	s: 🏫 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕦 Partly meets standard . Meets a small part of standard	

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

Because the institution's transcript review requirements were unclear, we assumed that the standards for its incoming graduate students are identical to the analogous program at the undergraduate level.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, American history, world history, world geography, art history, and music history).

## 28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.*



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers two of the five of the components of effective reading instruction (phonics and comprehension) but does not address phonemic awareness, fluency, and vocabulary. We identified two required textbooks that did not support effective reading instruction.

## 28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.*



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution meets the standard because both required courses cover one or more components of effective reading instruction.

## 29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.*



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.

### 30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.*



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for elementary mathematics does not address the topic in sufficient depth.

# 31. Other methods. The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.



32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





### **National-Louis University**

Wheeling, Illinois

### 2010 GRADUATE SECONDARY Teacher Preparation Program Design

C

The design of this program is enhanced by its selectivity in admissions. However, subject area preparation requirements for secondary teacher candidates in the sciences and social sciences are inadequate. As noted in a rating comment, while flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher candidate preparation in these areas, it is still incumbent upon the institution to require that its graduates take sufficient coursework in enough subject areas to achieve some minimal level of competence. It could not be determined if the institution plays the pivotal role it should in the selection of the cooperating teacher for student teachers. Secondary Teacher Production (2009): 33

Summary	٥f	Rati	inac
Summarv	OΙ	Kau	mas

1	Selective admissions	•	15	Student teaching placements	?
2	Serious coursework	$\bigcirc$	17	Classroom assessments	
3	Exit exams		19	Cognitive psychology	NR
4	Understanding diversity	NR	20	Classroom management	
5	Learning standards	NR	21	Special education	
6	English language learners	NR	22	Preparation efficiency	
7	Education issues	NR	23	Course frequency	
8	Integrating technology	NR	24	Graduate outcomes	
11	Training model	NR	25	Graduates' effectiveness	$\bigcirc$
12	Early field work		26	Faculty expertise	$\bigcirc$
13	Full-time student teaching		33	High school preparation	
14	Aligned student teaching		34	Secondary methods	•

### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

The institution nearly meets the standard. Its college's requirements commendably exceed the state's requirement that all applicants to teacher preparation programs must pass a basic skills test by instead requiring that all applicants take a more appropriate test for admission to a graduate program. However, since its cut-score is below the 50th percentile of the college-going population, its entrance criteria will result in candidates who are unlikely to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

0

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution fails to meet this standard because most assignments do not reflect a seriousness of purpose and mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

While we acknowledge that flawed state regulation explains the prevalence of poorly designed secondary programs across Illinois, the institution only partly meets this standard. When state regulations are demonstrably inadequate, It is incumbent upon the institution to exceed inadequate state standards in science and social science by requiring candidates to pass appropriate exit assessments in each subject and it does not do so.

### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.

NR

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.

NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.



## 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that two courses include coverage of education policy challenges.

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

NR

Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of National-Louis University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

?

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. We were not able to determine if this institution asserts its critical role in the selection of cooperating teachers, thereby making it possible to ensure that they have demonstrated the necessary characteristics.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard because it does not address standardized testing in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to secondary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.

20. Classroom management. *The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.* 



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution only partially meets this standard. While it has established a coherent design for instruction on classroom management, it is not targeted to the secondary grade levels at which the candidates intend to teach.



Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.  All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.	
of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.	
Dranaration officiancy. The institution offers an officient program of study, as indicated by the	
Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 27 hours of professional coursework (not including student teaching).	
Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
ram Evaluation	
Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•
The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.	
Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.	
İty	
Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	
Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in foundations of education, methods, and educational psychology.	
2. These standards pertain to preparation of elementary teachers. They were not evaluated because they are not relevant to secondary teacher preparation.	
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### **Preparation Specific to Secondary Teachers**

33. High school preparation. *The institution requires an academic major of its high school teacher candidates that is equivalent in rigor to that of non-education majors.* 



All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

While most of the course requirements in the certification areas for secondary teachers appear to be sound, the institution only partly meets the standard because of inadequate requirements for the undergraduate preparation of secondary teacher candidates in science and social studies. Acknowledging that flawed state regulations are the principal culprit across the state, including here, it is still incumbent upon the institution to require that its graduates take enough coursework in these broad subject areas to achieve some minimal level of competence.

34. Secondary methods. *The institution provides appropriate preparation for secondary teacher candidates in content area methods.* 



Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.

The institution fully meets the standard because it requires methods courses specific to subject areas for all secondary teacher candidates.

35-39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.



### **National-Louis University**

Wheeling, Illinois

### 2010 GRADUATE SPECIAL EDUCATION Teacher Preparation Program Design

C-

The design of this program is enhanced by its selectivity, but there are critical elements in need of improvement. Specifically, mathematics preparation is extremely inadequate and reading preparation is only partially adequate. We could not determine if the institution plays the pivotal role it should in the selection of cooperating teachers for student teachers or if it ensures that special education teacher candidates receive the liberal arts education that best equips them to assist in teaching the Illinois K-9 curriculum. Special Education Teacher Production (2009): 98

Sum	Summary of Ratings					
1	Selective admissions		20	Classroom management	•	
2	Serious coursework		22	Preparation efficiency		
3	Exit exams		23	Course frequency		
4	Understanding diversity	NR	24	Graduate outcomes		
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$	
9	Assistive technology		26	Faculty expertise		
11	Training model	NR	35	Broad subject preparation	?	
12	Early field work		36a	Reading instruction		
13	Full-time student teaching		36b	Reading instruction		
14	Aligned student teaching		37	Elementary math		
15	Student teaching placements	?	38	Special education pedagogy	NR	
18	Special education assessment		39	Teacher production	NR	
19	Cognitive psychology	NR				

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

The institution nearly meets the standard. Its college's requirements commendably exceed the state's requirement that all applicants to teacher preparation programs must pass a basic skills test by instead requiring that all applicants take a more appropriate test for admission to a graduate program. However, since its cut-score is below the 50th percentile of the college-going population, its entrance criteria will result in candidates who are unlikely to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution fails to meet this standard because most assignments do not reflect a seriousness of purpose and mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 6. This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.



- 8. This standard pertains to instruction on the use of technology. It was not evaluated because we evaluated special education programs on instruction on the use of assistive technology (see Standard 9).
- 9. Assistive technology. *The institution ensures that special education teacher candidates are adequately prepared on the uses of assistive technologies.*

Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities.

The institution meets this standard because teacher candidates are introduced to the appropriate use of assistive technologies for students with special needs.

10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of National-Louis University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

?

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. We were not able to determine if this institution asserts its critical role in the selection of cooperating teachers, thereby making it possible to ensure that they have demonstrated the necessary characteristics.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

### **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.



Assessment data is essential to writing educational goals for students with special needs and monitoring their progress. The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets the standard because it provides instruction on classroom management, targeting the special education grade levels at which the candidates intend to teach.

21. This standard pertains to the preparation of general classroom teachers on the foundations of special education. It is not evaluated because it is not relevant to the preparation of special education teachers.



22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 40 hours of professional coursework (not including student teaching).
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.
Prog	gram Evaluation
24.	Graduate outcomes. <i>The institution tracks graduate outcomes such as employment and retention.</i>
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.
Facı	ulty
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in foundations of education, methods, and educational psychology.
27-3	4. These standards pertain to the preparation of elementary and secondary teachers. They were not evaluated because they are not relevant to special education teacher preparation.

Ratings: 🗙 Strong design 🌑 Meets standard 🗨 Nearly meets standard 🕦 Partly meets standard 🕦 Meets a small part of standard

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

### **Preparation Specific to Special Education Teachers**

35. Broad subject preparation. The institution ensures that special education teacher candidates receive a broad liberal arts education.

?

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

Because the institution's transcript review requirements were unclear, and no analogus undergraduate program is offered, we were unable to rate this standard.

36a. Reading instruction. *The institution prepares special education teacher candidates in the essential components of effective reading instruction.* 



All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the research-based strategies shown to dramatically reduce the number of children needing remediation in reading.

The institution does not fully meet the standard because its coursework covers three of the five of the components of effective reading instruction (phonemic awareness, phonics, and comprehension) but does not address fluency and vocabulary. We identified one required textbook that did not support effective reading instruction.

36b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



. All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution does not meet the standard because only one of two required courses covers one or more components of effective reading instruction.

37. Elementary math. *The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers.* 



Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.

18. Special education pedagogy. *The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.* 

NR

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).



39. Teacher production. *The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.* 

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related to this standard for National-Louis University's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).



### **National-Louis University**

Wheeling, Illinois

### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

C

While relatively strong mathematics preparation and a commitment to obtaining information on graduates' performance enhance the design of this preparation program for elementary teachers, other critical elements are in need of improvement. Specifically, preparation in reading is extremely inadequate and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. We could not determine if the institution plays the pivotal role it should in selection of cooperating teachers for student teachers. Elementary Teacher Production (2009): 65

### **Summary of Ratings**

1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	•
3	Exit exams	$\bigcirc$	21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	
5	Learning standards		23	Course frequency	
6	English language learners	$\bigcirc$	24	Graduate outcomes	
7	Education issues	NR	25	Graduates' effectiveness	
8	Integrating technology		26	Faculty expertise	
10	Global perspective	NR	27	Broad subject preparation	
11	Training model	NR	28a	Reading instruction	
12	Early field work		28b	Reading instruction	NA
13	Full-time student teaching		29	Elementary math	
14	Aligned student teaching		30	Math methods	
15	Student teaching placements	?	31	Other methods	
16	Back-up degree		32	Middle school preparation	
17	Classroom assessments				

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because National-Lewis University is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its National College of Education. While the college's requirements commendably exceed the state's requirement (that all applicants to teacher preparation must pass a basic skills test), it still does not fully meet the standard because its entrance criteria result in candidates being admitted who fall below the 50th percentile of the college-going population and who are unlikely to meet the academic demands of teaching.

2. Serious coursework. The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness – it also requires an understanding of the impact that culture can have on student learning.



5.	Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.				
	State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.				
6.	English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.				
	Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution fails to meet the standard because none of the reviewed non-reading courses addressing teaching strategies contains any assignments or lectures on planning instruction that addresses the needs of English language learners.				
7.	Education issues. The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.				
	Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.				
8.	Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.	•			
	Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.  The institution partially meets the standard because only one of the reviewed courses addressing teaching strategies requires one or more assignments that teacher candidates plan instruction with technology applications.				
9.	This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.				
10.	Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.	NR			
	The world has shrunk. Recognition of that fact should pervade the campus.  Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take various courses covering global				

perspectives. There is no foreign language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

### 11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.*

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of National-Louis University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. We were not able to determine if this institution asserts its critical role in the selection of cooperating teachers, thereby making it possible to ensure that they have demonstrated the necessary characteristics.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful. The institution meets only a small part of this standard because its concentration allows coursework in a combination of disciplines rather than in one discipline, with the result that a teacher candidate would face at least a year's work to graduate under an alternative degree.



#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard because it does not address applying data to improve instruction in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 33 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution only partially meets the standard. The number of required semester hours to complete the professional sequence slightly exceeds an acceptable level (51 semester hours). The program requires 52 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. *The institution fully meets this standard because it offers all required courses each year.* 

#### **Program Evaluation**

24. Graduate outcomes. *The institution tracks graduate outcomes such as employment and retention.* 

lacktriangle

The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.

 $\bigcirc$ 

Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in foundations of education, methods, and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.

 $\bigcirc$ 

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, world history, art history, and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 

 $\bigcirc$ 

The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified three required textbooks that did not support effective reading instruction.

#### 28b. Reading instruction. The institution ensures that all coursework adheres to the essential components of effective reading instruction.

NA

All of an institution's required reading courses – not just some courses – should impart the research-based content that is necessary for teaching all children to read.

Because we could not find adequate evidence of effective reading instruction being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant.

29. Elementary math. The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not fully meet this standard because it simply does not require a sufficient number of courses to allow for adequate coverage of the essential topics.

30. Math methods. The institution provides appropriate preparation in elementary mathematics methods.



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for elementary mathematics does not address the topic in sufficient depth.

31. Other methods. The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. The institution requires rigorous academic coursework of its middle school teacher candidates.



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution only partially meets the standard because all of the certification areas for middle school teachers are insufficiently rigorous in their design. The institution should not qualify middle school teachers without either a major in their certification area or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.

Ratings: 🙀 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕕 Partly meets standard 🕛 Meets a small part of standard

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

# North Central College Department of Education

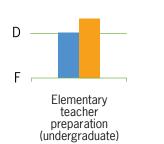
Naperville, Illinois

**Elementary Teacher Preparation** (Undergraduate)

D

## **Program Grades**North Central College

A -



North Central College Average score for Illinois education schools

<b>Total Teacher Production</b> (2009):	Low Producer	103
Elementary (Undergraduate):		49
Secondary (Undergraduate):		22
Special Education (Undergraduate):		31
Secondary (Graduate):		1

Data provided by the Illinois State Board of Education

Educa	tion Sch	nool Specialized Accredita	tion: NCATE	TEAC	None ✓   Illino	is State Accreditation 🗸
Under	graduat	te Tuition: \$\$\$\$\$	Graduate '	Tuition: N	4	
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 — \$14,999 \$15,000 — \$19,999		000 – \$24,999 000 – \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000



#### **North Central College**

Naperville, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

D

While mathematics preparation is relatively strong, other elements of the preparation offered by this program are in need of improvement. Specifically, preparation in reading is only partially adequate, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 62

#### **Summary of Ratings**

1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams	$\bigcirc$	21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	
5	Learning standards		23	Course frequency	
6	English language learners		24	Graduate outcomes	
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	
12	Early field work		28b	Reading instruction	
13	Full-time student teaching		29	Elementary math	
14	Aligned student teaching	$\bigcirc$	30	Math methods	
15	Student teaching placements	$\bigcirc$	31	Other methods	
16	Back-up degree		32	Middle school preparation	
17	Classroom assessments				

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because North Central College is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Department of Education Because the department's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. *The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.* 



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution partially meets the standard because only one of the reviewed non-reading courses addressing teaching strategies requires one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that two courses include coverage of education policy challenges.



8. Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.

Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution partially meets the standard because only a minority of the reviewed courses addressing teaching strategies requires one or more assignments that teacher candidates plan instruction with technology applications.

This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates must complete an upper level "intercultural seminar." Students pursuing the B.A. track must complete three years of foreign language in high school OR study a foreign language in college through the second term of a first-year class. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### Practice Teaching

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctg.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of North Central College's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

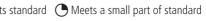
The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.



14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution does not meet the standard because, although it is of sufficient length, one of the student teaching experiences offered does not have the potential to be well-aligned with both the instructional expectations teacher candidates will experience as licensed Illinois teachers and with the design of their preparation program.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.

C

Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution meets only a small part of this standard because its concentration allows coursework in a combination of disciplines rather than in one discipline, with the result that a teacher candidate would face at least a year's work to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets only a small part of the standard because it does not address three of the four key topics: forms and purposes of assessment, standardized tests and applying data to improve instruction.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted
	to the grade levels at which the candidate intends to teach.

•

Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 41 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.

#### **Program Evaluation**

24. Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, world history, world cultures, art history, and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers three of the five of the components of effective reading instruction (phonemic awareness, phonics, and comprehension), but does not address fluency and vocabulary. We identified one required textbook that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution meets the standard because both required courses cover one or more components of effective reading instruction.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not fully meet this standard because it simply does not require a sufficient number of courses to allow for adequate coverage of the essential topics.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for elementary mathematics does not address the topic in sufficient depth.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.



### **Northeastern Illinois University**

#### **College of Education**

Chicago, Illinois

Elementary Teacher Preparation (Undergraduate)

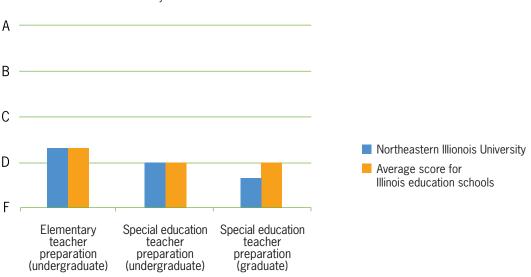
Special Education Teacher Preparation (Undergraduate)

Special Education Teacher Preparation (Graduate)

D-

#### **Program Grades**

Northeastern Illinois University



<b>Total Teacher Production</b> (2009):	High Producer	487
Early Childhood (Undergraduate):		30
Elementary (Undergraduate):		187
Secondary (Undergraduate):		67
Special Education (Undergraduate):		92
Early Childhood (Graduate):		9
Elementary (Graduate):		20
Secondary (Graduate):		4
Special Education (Graduate):		78
Data provided by the Illinois State Board of Education		

Educa	Education School Specialized Accreditation: NCATE 🗸 TEAC None Illinois State Accreditation 🗸									
Under	gradua	ate Tuition: \$	Grad	uate Tuition: \$						
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999	\$\$\$\$ \$\$\$\$\$	\$20,000 — \$24,999 \$25,000 — \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000				



### **Northeastern Illinois University**

Chicago, Illinois

#### 2010 GRADUATE SPECIAL EDUCATION Teacher Preparation Program Design

D-

While strong reading preparation enhances the design of this program, other critical elements are in serious need of improvement. Specifically, there is extremely inadequate mathematics preparation, the institution does not play the pivotal role it should in the selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to assist in teaching the Illinois K-9 curriculum. Special education teacher production (2009): 43

	culum. Special education teacher produc			st equips them to assist in teaching the illir	1015 K-9
Sun	nmary of Ratings				
1	Selective admissions	$\bigcirc$	20	Classroom management	•
2	Serious coursework		22	Preparation efficiency	
3	Exit exams	$\bigcirc$	23	Course frequency	
4	Understanding diversity	NR	24	Graduate outcomes	
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
9	Assistive technology		26	Faculty expertise	
11	Training model	NR	35	Broad subject preparation	
12	Early field work		36a	Reading instruction	
13	Full-time student teaching		36b	Reading instruction	NA
14	Aligned student teaching	$\Rightarrow$	37	Elementary math	$\bigcirc$
15	Student teaching placements	$\bigcirc$	38	Special education pedagogy	NR
18	Special education assessment		39	Teacher production	NR
19	Cognitive psychology	NR			
Sele	ectivity				
1.	Selective admissions. <i>The institution a</i> as determined by objective measures graduate programs.			5	0
	The standards for admission into either the insti	tution or its tea	cher prep	paration program should select undergraduate teach	er

The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

The college fails to meet this standard. It relies only on the state's requirement that applicants must pass a basic skills test, failing to ensure that only those candidates who are at or above the 50th percentile of the college-going population are admitted. Consequently, its applicants may not be able to meet the academic demands of teaching.



2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 6. This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



- 8. This standard pertains to instruction on the use of technology. It was not evaluated because we evaluated special education programs on instruction on the use of assistive technology (see Standard 9).
- 9. Assistive technology. *The institution ensures that special education teacher candidates are adequately prepared on the uses of assistive technologies.*

Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities.

The institution meets this standard because teacher candidates are introduced to the appropriate use of assistive technologies for students with special needs.

10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Northeastern Illinois University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution only partly meets the standard because it only discourages but does not prohibit teacher candidates from taking additional courses during the student teaching experience, allowing teacher candidates to less than fully dedicate themselves to the important task and challenge of apprentice teaching.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

 $\bigcirc$ 

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

#### **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. *The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.*



Assessment data is essential to writing educational goals for students with special needs and monitoring their progress. The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that we could not determine the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the special education grade levels at which the candidates intend to teach.

21. This standard pertains to the preparation of general classroom teachers on the foundations of special education. It is not evaluated because it is not relevant to the preparation of special education teachers.



22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 42 hours of professional coursework (not including student teaching).
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.
Pro	gram Evaluation
24.	Graduate outcomes. <i>The institution tracks graduate outcomes such as employment and retention.</i>
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.
Faci	ulty
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.
27-3	4. These standards pertain to the preparation of elementary and secondary teachers. They

Ratings: Strong design • Meets standard • Nearly meets standard • Partly meets standard • Meets a small part of standard • Fails to meet standard • Data insufficient for a final rating • NA Not applicable • NR Not rated

were not evaluated because they are not relevant to special education teacher

preparation.

#### **Preparation Specific to Special Education Teachers**

35. Broad subject preparation. *The institution ensures that special education teacher candidates receive a broad liberal arts education.* 

 $\bigcirc$ 

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

Because no transcript review is required, neither the institution nor its teacher preparation program ensures sufficient coverage in the content early childhood/elementary teachers need (including world/American literature, children's literature, American history, world history, world geography, art history, music history and science).

36a. Reading instruction. *The institution prepares special education teacher candidates in the essential components of effective reading instruction.* 



All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the research-based strategies shown to dramatically reduce the number of children needing remediation in reading.

The institution meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. All required textbooks address effective reading instruction.

### 36b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.*

NA

. All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The standard does not apply to only one reading course.

37. Elementary math. *The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers.* 



Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.

38. Special education pedagogy. *The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.* 

NR

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).



39. Teacher production. *The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.* 

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related to this standard for Northeastern Illinois University's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).



### **Northeastern Illinois University**

Chicago, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

D+

The preparation provided by this program for elementary teachers is in need of improvement. Specifically, there is extremely inadequate reading and mathematics preparation, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 177

Sum	mary of Ratings				
1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	•
3	Exit exams		21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	•
5	Learning standards		23	Course frequency	
6	English language learners		24	Graduate outcomes	•
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	
10	Global perspective	NR	27	Broad subject preparation	
11	Training model	NR	28a	Reading instruction	$\bigcirc$
12	Early field work		28b	Reading instruction	NA
13	Full-time student teaching		29	Elementary math	$\bigcirc$
14	Aligned student teaching	$\Diamond$	30	Math methods	
15	Student teaching placements	$\bigcirc$	31	Other methods	•
16	Back-up degree	$\bigcirc$	32	Middle school preparation	
17	Classroom assessments	•			

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Northeastern Illinois is only rated as "less selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its College of Education. While the college's requirements commendably exceed the state's requirement (that all applicants to teacher preparation must pass a basic skills test), it still does not fully meet the standard because its entrance criteria result in candidates being admitted who fall below the 50th percentile of the college-going population and who are unlikely to meet the academic demands of teaching.

and require mastery of course content.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because most of the reviewed non-reading courses assessing teaching strategies have one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that two courses include coverage of education policy challenges.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

•

Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution partially meets the standard because only a minority of the reviewed courses addressing teaching strategies requires one or more assignments that teacher candidates plan instruction with technology applications.

9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates (for elementary certification) must take a non-Western course. There is, however, no language requirement. Several education-focused study abroad programs are offered, 13% of the student body is non-resident aliens.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Northeastern Illinois University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution only partly meets the standard because it only discourages but does not prohibit teacher candidates from taking additional courses during the student teaching experience, allowing teacher candidates to less than fully dedicate themselves to the important task and challenge of apprentice teaching.

#### 14. Aligned student teaching. The institution designs student teaching to have a local experience of sufficient length.



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert* cooperating teachers from its partner schools.

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.

Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful. The institution fails to meet this standard because a non-education concentration is not required of candidates, meaning that a teacher candidate would face at least a year's work to graduate under an alternative degree.

#### Professional Training



17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive. The institution does not fully meet the standard because it does not address applying data to improve instruction in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.	
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution only partially meets this standard. While the coursework is appropriately targeted to the elementary grade levels at which the candidates intend to teach, it is too disparate, spread out over three courses.	
21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.	•
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 28 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Pro	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution, indicated that the institution does	

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard 2 Data insufficient for a final rating NA Not applicable NR Not rated

not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

•

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 

 $\bigcirc$ 

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, world history, world cultures, art history, and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 

 $\bigcirc$ 

The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified four required textbooks that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

NA

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

Because we could not find adequate evidence of effective reading instruction being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 

0

Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for elementary mathematics does not address the topic in sufficient depth.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution only partially meets the standard because all of the certification areas for middle school teachers are insufficiently rigorous in their design. The institution should not qualify middle school teachers without either a major in their certification area or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





### **Northeastern Illinois University**

Chicago, Illinois

#### 2010 UNDERGRADUATE SPECIAL EDUCATION Teacher Preparation Program Design

D

While general professional coursework enhances the design of this program, there are other critical elements in need of significant improvement. Specifically, reading and mathematics preparation are extremely inadequate and mathematics preparation, the institution does not play a pivotal role in the selection of cooperating teachers for student teachers, and the institution fails to ensure that special education teacher candidates receive the liberal arts education that best equips them to assist in teaching the Illinois K-9 curriculum. Special Education Teacher Production (2009): 76

Sum	Summary of Ratings							
1	Selective admissions		19	Cognitive psychology	NR			
2	Serious coursework		20	Classroom management				
3	Exit exams		22	Preparation efficiency				
4	Understanding diversity	NR	23	Course frequency				
7	Education issues	NR	24	Graduate outcomes				
9	Assistive technology		25	Graduates' effectiveness				
10	Global perspective	NR	26	Faculty expertise				
11	Training model	NR	35	Broad subject preparation				
12	Early field work		36a	Reading instruction				
13	Full-time student teaching		36b	Reading instruction	NA			
14	Aligned student teaching	$\Rightarrow$	37	Elementary math				
15	Student teaching placements		38	Special education pedagogy	NR			
18	Special education assessment		39	Teacher production	NR			

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Northeastern Illinois is only rated as "less selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its College of Education. While the college's requirements commendably exceed the state's requirement (that all applicants to teacher preparation must pass a basic skills test), it still does not fully meet the standard because its entrance criteria result in candidates being admitted who fall below the 50th percentile of the college-going population and who are unlikely to meet the academic demands of teaching.



2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 6. This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



- 8. This standard pertains to instruction on the use of technology. It was not evaluated because we evaluated special education programs on instruction on the use of assistive technology (see Standard 9).
- 9. Assistive technology. *The institution ensures that special education teacher candidates are adequately prepared on the uses of assistive technologies.*

Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities.

The institution meets this standard because teacher candidates are introduced to the appropriate use of assistive technologies for students with special needs.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates (for elementary certification) must take a non-Western course. There is, however, no language requirement. Several education-focused study abroad programs are offered, 13% of the student body is non-resident aliens.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Northeastern Illinois University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution only partly meets the standard because it only discourages but does not prohibit teacher candidates from taking additional courses during the student teaching experience, allowing teacher candidates to less than fully dedicate themselves to the important task and challenge of apprentice teaching.

### 14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.*



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

 $\bigcirc$ 

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to special education teacher preparation.

#### **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. *The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.*



Assessment data is essential to writing educational goals for students with special needs and monitoring their progress. The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the special education grade levels at which the candidates intend to teach.



- 21. This standard pertains to the preparation of general classroom teachers on the foundations of special education. It is not evaluated because it is not relevant to the preparation of special education teachers.
- 22. Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.

With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching. The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 48 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.

#### **Program Evaluation**

24. Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

27-34. These standards pertain to the preparation of elementary and secondary teachers. They were not evaluated because they are not relevant to special education teacher preparation.



Ratings: 🙀 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕕 Partly meets standard 🕛 Meets a small part of standard

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

#### **Preparation Specific to Special Education Teachers** Broad subject preparation. The institution ensures that special education teacher candidates receive a broad liberal arts education. Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history. The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content special education teachers need (including world/American literature, children's literature, American history, world history, world cultures, art history, and music history). 36a. Reading instruction. The institution prepares special education teacher candidates in the essential components of effective reading instruction. All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the researchbased strategies shown to dramatically reduce the number of children needing remediation in reading. Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified two required textbooks that did not support effective reading instruction. NΑ 36b. Reading instruction. The institution ensures that all coursework adheres to the essential components of effective reading instruction. . All of an institution's required reading courses – not just some courses – should impart the research-based content that is necessary for teaching all children to read. Because we could not find adequate evidence of effective reading instruction being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant. 37. Elementary math. The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers. Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

38. Special education pedagogy. *The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.* 

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).

NR



39. Teacher production. *The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.* 

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

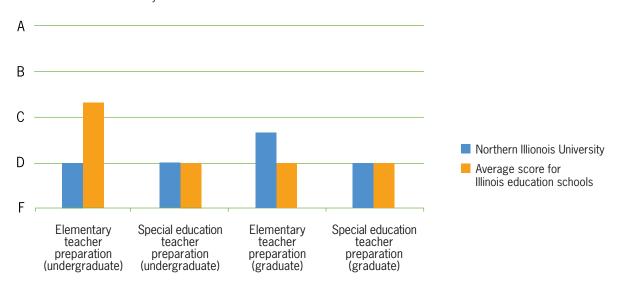
Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related to this standard for Northeastern Illinois University's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).

# Northern Illinois University College of Education

DeKalb, Illinois

Elementary Teacher Preparation (Undergraduate)	D
Special Education Teacher Preparation (Undergraduate)	D
Elementary Teacher Preparation (Graduate)	C-
Special Education Teacher Preparation (Graduate)	D

## **Program Grades**Northern Illinois University



<b>Total Teacher Production</b> (2009):	Super Producer	866
Early Childhood (Undergraduate):		43
Elementary (Undergraduate):		198
Secondary (Undergraduate):		193
Special Education (Undergraduate):		207
Early Childhood (Graduate):		49
Elementary (Graduate):		66
Secondary (Graduate):		32
Special Education (Graduate):		78
Data provided by the Illinois State Board of Education		

Education School Specialized Accreditation: NCATE ✓ TEAC None   Illinois State Accreditation ✓								
Undergraduate Tuition: \$\$			Grad	uate Tuition: \$				
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999	\$\$\$\$ \$\$\$\$\$	\$20,000 — \$24,999 \$25,000 — \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000		



#### **Northern Illinois University**

DeKalb, Illinois

#### 2010 GRADUATE ELEMENTARY Teacher Preparation Program Design

C-

While strong reading preparation enhances the design of this elementary program, other critical elements are in need of improvement. Specifically, the institution does not play the pivotal role it should in the selection of cooperating teachers for student teachers, mathematics preparation is extremely inadequate, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 35

Summary of Ratings						
1	Selective admissions		20	Classroom management		
2	Serious coursework		21	Special education	?	
3	Exit exams	$\bigcirc$	22	Preparation efficiency		
4	Understanding diversity	NR	23	Course frequency		
5	Learning standards	$\bigcirc$	24	Graduate outcomes		
6	English language learners	$\bigcirc$	25	Graduates' effectiveness	$\bigcirc$	
7	Education issues	NA	26	Faculty expertise		
8	Integrating technology	$\bigcirc$	27	Broad subject preparation	$\bigcirc$	
11	Training model	NR	28a	Reading instruction		
12	Early field work	?	28b	Reading instruction	NA	
13	Full-time student teaching	?	29	Elementary math	$\bigcirc$	
14	Aligned student teaching		30	Math methods		
15	Student teaching placements	$\bigcirc$	31	Other methods		
17	Classroom assessments		32	Middle school preparation		
19	Cognitive psychology	?				

#### Selectivity

1. Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

The institution nearly meets the standard. Its college's requirements commendably exceed the state's requirement that all applicants to teacher preparation programs must pass a basic skills test by instead requiring that all applicants take a more appropriate test for admission to a graduate program. However, since its cut-score is below the 50th percentile of the college-going population, its entrance criteria will result in candidates who are unlikely to meet the academic demands of teaching.

2.	Serious coursework. The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.				
	Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.  The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose				
	and require mastery of course content.				
3.	Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.	0			
	If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.  The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.				
Pre	paration for the 21st Century Classroom				
4.	Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.	NR			
	Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.  Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of				
	information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)				
5.		0			
5.	Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)  Learning standards. Where relevant, the institution incorporates the state's student learning	0			
5.	Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)  Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.  State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution fails to meet the standard because no course reviewed that addresses teaching strategies contains any	0			

The institution fails to meet the standard because none of the reviewed non-reading courses addressing teaching strategies contains any assignments or lectures on planning instruction that addresses the needs of English language

learners.



7.	Education issues. The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.			
	Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.			

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

elivery of

Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution fails to meet the standard because none of the reviewed courses addressing teaching strategies contains assignments requiring teacher candidates to plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

# **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Northern Illinois University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 

?

Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

No rating could be made on this standard because we were not able to determine the time at which teacher candidates begin field work.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 

?

Student teaching should allow a full immersion absent the distraction of other coursework obligations. We could not determine the nature of the guidance Northern Illinois University gives to students regarding course work during student teaching.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

# **Professional Training**

coverage of data and assessment.



17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.

Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard because it does not address applying data to improve instruction in its

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

?

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that we could not determine the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution only partially meets this standard. While the coursework is appropriately targeted to the elementary grade levels at which the candidates intend to teach, it is too disparate, spread out over three courses.



21. Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.

?

All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities. Insufficient information made it impossible to analyze this standard for this program.

22. Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching. The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 40 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.

# **Program Evaluation**

24. Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

# Faculty

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

Ratings: 🙀 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕕 Partly meets standard 🕛 Meets a small part of standard

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

# **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates* receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.

 $\subset$ 

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

Because no transcript review is required, neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, American history, world history, world geography, art history, music history and science).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. Although this program full addresses effective reading instruction, we identified one textbook that did not support this instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

NA

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The standard does not apply to only one reading course.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.

30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.



32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





# **Northern Illinois University**

DeKalb, Illinois

# 2010 GRADUATE SPECIAL EDUCATION Teacher Preparation Program Design

D

The design of this program is enhanced by its selectivity, there are critical elements in need of improvement. Both reading and mathematics preparation are extremely inadequate, the institution does not play a pivotal role in the selection of cooperating teachers for student teachers, and the institution fails to ensure that special education teacher candidates receive the liberal arts education that best equips them to assist in teaching the Illinois K-9 curriculum. Special Education Teacher Production (2009):

Summary	of	Ratin	ıgs

1	Selective admissions	•	20	Classroom management	•
2	Serious coursework		22	Preparation efficiency	
3	Exit exams	$\bigcirc$	23	Course frequency	
4	Understanding diversity	NR	24	Graduate outcomes	
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
9	Assistive technology		26	Faculty expertise	
11	Training model	NR	35	Broad subject preparation	$\bigcirc$
12	Early field work		36a	Reading instruction	$\bigcirc$
13	Full-time student teaching	?	36b	Reading instruction	NA
14	Aligned student teaching		37	Elementary math	$\bigcirc$
15	Student teaching placements	$\bigcirc$	38	Special education pedagogy	NR
18	Special education assessment		39	Teacher production	NR
19	Cognitive psychology	NR			

# Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

The institution nearly meets the standard. Its college's requirements commendably exceed the state's requirement that all applicants to teacher preparation programs must pass a basic skills test by instead requiring that all applicants take a more appropriate test for admission to a graduate program. However, since its cut-score is below the 50th percentile of the college-going population, its entrance criteria will result in candidates who are unlikely to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution mosts this standard because all but a very small portion of assignments reflect a seriousness of pure

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

# Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 6. This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. *Syllabi received from this institution were insufficiently detailed to address this standard.* 

8. This standard pertains to instruction on the use of technology. It was not evaluated because we evaluated special education programs on instruction on the use of assistive technology (see Standard 9).



9.	Assistive technology. The institution ensures that special education teacher candidates are
	adequately prepared on the uses of assistive technologies.

Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities.

The institution meets this standard because teacher candidates are introduced to the appropriate use of assistive technologies for students with special needs.

10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

# **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Northern Illinois University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 

 $\bigcirc$ 

Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution fails to meet the standard because field work is not required in the first semester of graduate work.

13. Full-time student teaching. The institution designs a full-time student teaching experience.

?

Student teaching should allow a full immersion absent the distraction of other coursework obligations. We could not determine the nature of the guidance Northern Illinois University gives to students regarding course work during student teaching.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

 $\bigcirc$ 

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

# **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. *The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.*



Assessment data is essential to writing educational goals for students with special needs and monitoring their progress. The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that we could not determine the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the special education grade levels at which the candidates intend to teach.

21. This standard pertains to the preparation of general classroom teachers on the foundations of special education. It is not evaluated because it is not relevant to the preparation of special education teachers.



Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.
With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 37 hours of professional coursework (not including student teaching).
Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.
Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.
gram Evaluation
Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.
The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.
Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.
Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.
ulty
Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.
Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

Ratings: Strong design • Meets standard • Nearly meets standard • Partly meets standard • Meets a small part of standard • Fails to meet standard • Data insufficient for a final rating • NA Not applicable • NR Not rated

preparation.

# **Preparation Specific to Special Education Teachers** Broad subject preparation. The institution ensures that special education teacher candidates receive a broad liberal arts education. Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history. Because the institution's transcript review requirements were unclear, we assumed that the standards for its incoming graduate students are identical to the analogous program at the undergraduate level. The institution does not meet this standard because it does not ensure sufficient coverage of the content special education teachers need. 36a. Reading instruction. The institution prepares special education teacher candidates in the essential components of effective reading instruction. All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the researchbased strategies shown to dramatically reduce the number of children needing remediation in reading. Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. All required textbooks address effective reading instruction. NΑ 36b. Reading instruction. The institution ensures that all coursework adheres to the essential components of effective reading instruction. . All of an institution's required reading courses – not just some courses – should impart the research-based content that is necessary for teaching all children to read. Because we could not find adequate evidence of the science of reading being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant. 37. Elementary math. The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers. Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics. NR 38. Special education pedagogy. The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).



39. Teacher production. The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related to this standard for Northern Illinois University's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).



# **Northern Illinois University**

DeKalb, Illinois

# 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

D

While reading preparation is a strength in the design of this program for elementary teachers, other critical elements are in need of improvement. Specifically, there is very inadequate mathematics preparation, the institution does not play a pivotal role in selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 238

Sum	mary of Ratings				
1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	•
3	Exit exams	$\bigcirc$	21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	$\bigcirc$
5	Learning standards		23	Course frequency	•
6	English language learners		24	Graduate outcomes	•
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology	$\bigcirc$	26	Faculty expertise	•
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	•
12	Early field work	?	28b	Reading instruction	$\bigcirc$
13	Full-time student teaching	?	29	Elementary math	
14	Aligned student teaching		30	Math methods	•
15	Student teaching placements	$\bigcirc$	31	Other methods	•
16	Back-up degree	$\bigcirc$	32	Middle school preparation	
17	Classroom assessments	•			

### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Northern Illinois University is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its College of Education. Because the college's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution mosts this standard because all but a very small portion of assignments reflect a seriousness of pur

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

# Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. *The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.* 



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because most of the reviewed non-reading courses assessing teaching strategies have one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8.	Integrating technology. The institution ensures that applications of technology are integrated
	into the pedagogy associated with specific content areas.

Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution fails to meet the standard because none of the reviewed courses addressing teaching strategies contains assignments requiring teacher candidates to plan instruction with technology applications.

This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates can take a number of courses related to global society. There is no language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

# **Practice Teaching**

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctg.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Northern Illinois University's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.

Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

No rating could be made on this standard because we were not able to determine the time at which teacher candidates begin field work.

13. Full-time student teaching. The institution designs a full-time student teaching experience.

?

Student teaching should allow a full immersion absent the distraction of other coursework obligations. We could not determine the nature of the quidance Northern Illinois University gives to students regarding course work during student teaching.

# 14. Aligned student teaching. The institution designs student teaching to have a local experience of sufficient length.

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert* cooperating teachers from its partner schools.

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.

Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful. The institution fails to meet this standard because there appears to be no concentration required of candidates, meaning that a teacher candidate would face at least a year's work to graduate under an alternative degree.

# Professional Training



17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive. The institution does not fully meet the standard because it does not address applying data to improve instruction in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 100 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.	
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.	
21.	Special education. <i>The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.</i>	•
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	S
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution fails to meet the standard. The number of semester hours necessary to complete the professional sequence is well above an acceptable level. The program requires 58 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	D
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Pro	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	J
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.	

## **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

# **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, world history, world cultures and science).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. Although this program full addresses effective reading instruction, we identified two textbooks that did not support this instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution does not meet the standard because only one of two required courses covers one or more components of effective reading instruction.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution meets only a small part of this standard because it falls well short of providing the amount of coursework necessary to ensure that all essential topics are adequately covered and the coursework design is inadequate.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





# **Northern Illinois University**

DeKalb, Illinois

# 2010 UNDERGRADUATE SPECIAL EDUCATION Teacher Preparation Program Design

D

While reading preparation is fairly strong and enhances the design of this special education program, other critical elements are in need of significant improvement. Specifically, the institution does not play a pivotal role in the selection of cooperating teachers for student teachers, mathematics preparation is very inadequate, and the institution fails to ensure that special education teacher candidates receive the liberal arts education that best equips them to assist in teaching the Illinois K-9 curriculum. Special Education Teacher Production (2009): 251

Sum	mary of Ratings				
1	Selective admissions		19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams	$\bigcirc$	22	Preparation efficiency	
4	Understanding diversity	NR	23	Course frequency	
7	Education issues	NR	24	Graduate outcomes	
9	Assistive technology		25	Graduates' effectiveness	
10	Global perspective	NR	26	Faculty expertise	
11	Training model	NR	35	Broad subject preparation	
12	Early field work		36a	Reading instruction	
13	Full-time student teaching	?	36b	Reading instruction	$\bigcirc$
14	Aligned student teaching		37	Elementary math	
15	Student teaching placements	$\bigcirc$	38	Special education pedagogy	NR
18	Special education assessment		39	Teacher production	NR

# Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Northern Illinois University is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its College of Education. Because the college's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution mosts this standard because all but a very small portion of assignments reflect a seriousness of pure

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

# Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 6. This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. *Syllabi received from this institution were insufficiently detailed to address this standard.* 

8. This standard pertains to instruction on the use of technology. It was not evaluated because we evaluated special education programs on instruction on the use of assistive technology (see Standard 9).



9. Assistive technology. *The institution ensures that special education teacher candidates are adequately prepared on the uses of assistive technologies.* 

Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities.

The institution meets this standard because teacher candidates are introduced to the appropriate use of assistive technologies for students with special needs.

10. Global perspective. *The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.* 

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates can take a number of courses related to global society. There is no language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

# **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed a

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Northern Illinois University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 

4

Student teaching should allow a full immersion absent the distraction of other coursework obligations. We could not determine the nature of the guidance Northern Illinois University gives to students regarding course work during student teaching.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

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The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to special education teacher preparation.

# **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.



Assessment data is essential to writing educational goals for students with special needs and monitoring their progress. The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is negligible one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the special education grade levels at which the candidates intend to teach.

21. This standard pertains to the preparation of general classroom teachers on the foundations of special education. It is not evaluated because it is not relevant to the preparation of special education teachers.



22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution fails to meet the standard. The number of semester hours necessary to complete the professional sequence is well above an acceptable level. The program requires 65 hours of professional coursework (not including student teaching).
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.
Pro	gram Evaluation
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.
Fac	ulty
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.
27-3	34. These standards pertain to the preparation of elementary and secondary teachers. They were not evaluated because they are not relevant to special education teacher preparation.
Rating	ps: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard  O Fails to meet standard 2 Data insufficient for a final rating. NA Not applicable. NR Not rated

# **Preparation Specific to Special Education Teachers**

# 35. Broad subject preparation. *The institution ensures that special education teacher candidates receive a broad liberal arts education.*

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content special education teachers need (including world/American literature, children's literature, world history, and science).

# 36a. Reading instruction. *The institution prepares special education teacher candidates in the essential components of effective reading instruction.*

•

All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the research-based strategies shown to dramatically reduce the number of children needing remediation in reading.

The institution does not fully meet the standard because its coursework covers four of the five of the components of the comp

The institution does not fully meet the standard because its coursework covers four of the five of the components of effective reading instruction (phonemic awareness, phonics, vocabulary, and comprehension strategies), but does not address fluency. Although this program addresses effective reading instruction, we identified one textbook that did not support this instruction.

# 36b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.*

 $\bigcirc$ 

. All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

Only one required reading course covers any aspect of effective reading instruction.

# 37. Elementary math. *The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers.*



Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics. The institution meets only a small part of this standard because it falls well short of providing the amount of coursework necessary to ensure that all essential topics are adequately covered and the coursework design is inadequate.

# 38. Special education pedagogy. *The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.*

NR

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).



39. Teacher production. The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related to this standard for Northern Illinois University's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).

# North Park University School of Education

Chicago, Illinois

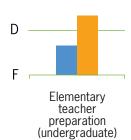
**Elementary Teacher Preparation** (Undergraduate)

D-

# **Program Grades**

North Park University

Α -





<b>Total Teacher Production</b> (2009):	Low Producer	124
Early Childhood (Undergraduate):		7
Elementary (Undergraduate):		59
Secondary (Undergraduate):		31
Special Education (Undergraduate):		27

Data provided by the Illinois State Board of Education

None ✓ | Illinois State Accreditation ✓ **Education School Specialized Accreditation: NCATE TEAC** 

Undergraduate Tuition: \$\$\$			Grad	uate Tuition: NA			
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999	1 1 1 1	\$20,000 - \$24,999 \$25,000 - \$29,999		\$30,000 - \$34,999 \$35,000 - \$50,000	



# **North Park University**

Chicago, Illinois

# 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

D-

The preparation provided by this program is in need of improvement. Specifically, there is extremely inadequate reading and mathematics preparation, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 53

# **Summary of Ratings**

1	Selective admissions		19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams	$\bigcirc$	21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	
5	Learning standards		23	Course frequency	
6	English language learners		24	Graduate outcomes	
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology	$\bigcirc$	26	Faculty expertise	
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	$\bigcirc$
12	Early field work	$\bigcirc$	28b	Reading instruction	NA
13	Full-time student teaching		29	Elementary math	$\bigcirc$
14	Aligned student teaching		30	Math methods	
15	Student teaching placements	$\bigcirc$	31	Other methods	
16	Back-up degree		32	Middle school preparation	
17	Classroom assessments				

## Selectivity

3.

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Commendably, the education school requires that applicants take the BASE (a test of general education skills in English, mathematics, science and social studies), but only requires that those whose level of proficiency is not adequate to achieve the cut-score take additional general education coursework before being admitted to the education school. Effectively, this leaves the education school conforming only to the state's minimal requirement that applicants pass a basic skills test and meeting only a small part of the standard. Despite having taken the additional coursework that might be necessitated by a low BASE score, candidates who are admitted on the basis of their basic skills test score may be well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.

institution elects to set a higher standard for program completion.



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose

and require mastery of course content.

Exit exams. When state standards as measured by licensing exams appear inadequate, the



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

## Preparation for the 21st Century Classroom

4. Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.



Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.



5.	Learning standards. Where relevant, the institution incorporates the state's student learning
	standards into the preparation program.

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because most of the reviewed non-reading courses assessing teaching strategies have one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution fails to meet the standard because none of the reviewed courses addressing teaching strategies contains assignments requiring teacher candidates to plan instruction with technology applications.

9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take courses related to global perspectives. There is no language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

# **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of North Park University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 

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Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution fails to meet the standard because field work is not required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not consistently assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution fully meets this standard because all of its elementary teacher candidates are required to complete a substantial concentration in a single, non-education subject, meaning that less than an additional semester's work would be necessary to graduate under an alternative degree.



# **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the institution unfortunately presents pseudo-science as cognitive science in child development coursework. Also, the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 25 percent of one course.

20. Classroom management. *The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.* 



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 34 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. *The institution fully meets this standard because it offers all required courses each year.* 

Ratings: The Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard Partly meets standard NR Not rated

## **Program Evaluation**

24. Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.

•

The institution partially meets this standard. Documents obtained from the institution indicate that the institution surveys only its graduates on their retention. We note that the institution has demonstrated a commitment to greater accountability for the performance of its graduates by its recent hiring of a data coordinator.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.

 $\subset$ 

Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students. We note that the institution has demonstrated a commitment to greater accountability for the performance of its graduates by its recent hiring of a data coordinator.

# Faculty

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

### Preparation Specific to Elementary Teacher Candidates

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content early childhood/elementary teachers need (including world/American literature, writing, children's literature, American history, world history, world cultures, art history, and music history). Commendably, the School of Education does require that applicants take the BASE, a test of general education skills in English, mathematics, social studies and science.

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified two required textbooks that did not support effective reading instruction.

NA

# All of an institution's required reading courses – not just some courses – should impart the research-based content that is necessary for teaching all children to read. Because we could not find adequate evidence of effective reading instruction being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant. 29. Elementary math. The institution provides adequate preparation in the specific mathematics content needed by elementary teachers. Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics. 30. Math methods. The institution provides appropriate preparation in elementary mathematics methods. Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 

to teaching strategies for elementary mathematics.

28b. Reading instruction. The institution ensures that all coursework adheres to the essential

Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution only partially meets the standard because the amount of required coursework specifically addressing teaching strategies in social studies, language arts/writing and science is insufficient.

The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.

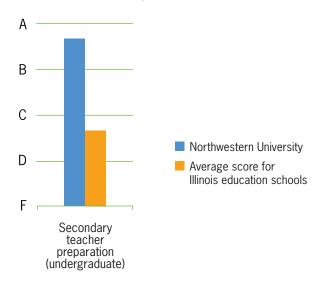
# Northwestern University School of Education and Social Policy

Evanston, Illinois

**Secondary Teacher Preparation** (Undergraduate)

A-

# **Program Grades**Northwestern University



Total Teacher Production (2009):	Low Producer S
Secondary (Undergraduate):	
Special Education (Undergraduate):	
Elementary (Graduate):	
Secondary (Graduate):	
Special Education (Graduate):	
Data provided by the Illinois State Board of Education	

Education School Specialized Accreditation: NCATE TEAC None 🗸   Illinois State Accreditation 🗸							
Under	gradua	te Tuition: \$\$\$\$\$\$	Graduate Tu	iition: \$\$\$	\$\$\$\$\$		
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 — \$14,999 \$15,000 — \$19,999		0 – \$24,999 0 – \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000	



# **Northwestern University**

Evanston, Illinois

# 2010 UNDERGRADUATE SECONDARY Teacher Preparation Program Design

A-

Overall, the sound design of this program for secondary teacher candidates is commendable. The design is enhanced by the university's selectivity in admissions. The program also offers strong professional coursework and very strong preparation for secondary candidates in all subjects, including the sciences and social sciences, where flawed state regulations make adequate preparation very difficult. However, the institution should play a more pivotal role in the selection of the cooperating teacher for student teachers. Secondary Teacher Production (2009): 15

# **Summary of Ratings**

1	Selective admissions	•	15	Student teaching placements	$\circ$
2	Serious coursework		17	Classroom assessments	
3	Exit exams		19	Cognitive psychology	NR
4	Understanding diversity	?	20	Classroom management	
5	Learning standards	NR	21	Special education	
6	English language learners	NR	22	Preparation efficiency	
7	Education issues	NR	23	Course frequency	
8	Integrating technology	NR	24	Graduate outcomes	
10	Global perspective	NR	25	Graduates' effectiveness	$\bigcirc$
11	Training model	NR	26	Faculty expertise	
12	Early field work		33	High school preparation	$\Rightarrow$
13	Full-time student teaching		34	Secondary methods	
14	Aligned student teaching				

# Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Northwestern's high rating for this standard is based on its classification by U.S. News and World Report as a "most selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.



2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose

and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

While we acknowledge that flawed state regulation explains the prevalence of poorly designed secondary programs across Illinois, the institution only partly meets this standard. When state regulations are demonstrably inadequate, It is incumbent upon the institution to exceed inadequate state standards in science and social science by requiring candidates to pass appropriate exit assessments in each subject and it does not do so.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

?

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. *Where relevant, the institution incorporates the state's student learning standards into the preparation program.* 

NR

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.

NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.

NR

Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.

This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.

NR

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates must take one multicultural studies course, and candidates from the College of Arts and Science must take two years of college foreign language. Several educationfocused study abroad programs are offered, and we found that foreign students make up 8% of the institution's student body.

#### Practice Teaching

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctg.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Northwestern University's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

Ratings: 🙀 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕕 Partly meets standard 🕛 Meets a small part of standard Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard because it does not address standardized testing in its coverage of assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to secondary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 25 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets the standard because it provides instruction on classroom management, targeting the secondary grade levels at which the candidates intend to teach.



21.	Special education. <i>The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.</i>
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 15 hours of professional coursework (not including student teaching).
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.
Prog	gram Evaluation
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.
Facı	ılty
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.
27-3	<ol> <li>These standards pertain to preparation of elementary teachers. They were not evaluated because they are not relevant to secondary teacher preparation.</li> </ol>

Ratings: 🗙 Strong design 🌑 Meets standard 🗨 Nearly meets standard 🕦 Partly meets standard 🕦 Meets a small part of standard

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

#### **Preparation Specific to Secondary Teachers**

33. High school preparation. *The institution requires an academic major of its high school teacher candidates that is equivalent in rigor to that of non-education majors.* 



All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

The institution fully meets this standard because it requires its secondary teacher candidates to complete sufficient coursework in their subject areas.

34. Secondary methods. *The institution provides appropriate preparation for secondary teacher candidates in content area methods.* 



Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.

The institution fully meets the standard because it requires methods courses specific to subject areas for all secondary teacher candidates.

35-39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.

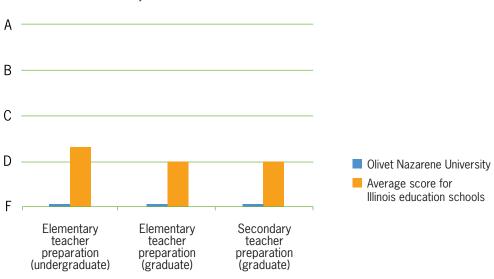
# **Olivet Nazarene University**

# **School of Education**

Bourbonnais, Illinois

Elementary Teacher Preparation (Undergraduate)	CBD
Elementary Teacher Preparation (Graduate)	CBD
Secondary Teacher Preparation (Graduate)	CBD

# **Program Grades**Olivet Nazarene University



<b>Total Teacher Production</b> (2009):	Medium Producer	151
Early Childhood (Undergraduate):		4
Elementary (Undergraduate):		49
Secondary (Undergraduate):		20
Special Education (Undergraduate):		17
Elementary (Graduate):		26
Secondary (Graduate):		14
Special Education (Graduate):		21
Data provided by the Illinois State Board of Education		

Educa	ducation School Specialized Accreditation: NCATE 🗸 TEAC None   Illinois State Accreditation 🗸							
Undergraduate Tuition: \$\$\$\$			Graduate Tuition: \$					
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999	\$\$\$\$ \$20,000 - \$24,999 \$\$\$\$\$\$ \$30,000 - \$34,99 \$\$\$\$\$ \$25,000 - \$29,999 \$\$\$\$\$\$ \$35,000 - \$50,00					



# **Olivet Nazarene University**

Bourbonnais, Illinois

#### 2010 GRADUATE ELEMENTARY Teacher Preparation Program Design CBD We wish that we could provide more information on this program, but representatives refused to cooperate with NCTQ's review despite repeated requests. Elementary Teacher Production (2009): 24 **Summary of Ratings** ? Selective admissions $\bigcirc$ 1 20 Classroom management 2 Serious coursework ? 21 Special education 3 Exit exams 22 Preparation efficiency 4 **Understanding diversity** 23 NR Course frequency 5 Learning standards $\bigcirc$ 24 **Graduate outcomes** 6 **English language learners** 25 Graduates' effectiveness 7 NA 26 Faculty expertise **Education issues** 8 Integrating technology ? 27 Broad subject preparation

NR

?

?

?

?

?

28a

28b

29

30

31

32

Reading instruction

Reading instruction

Elementary math

Math methods

Other methods

Middle school preparation

#### Selectivity

11

12

13

14

15

17

19

Training model

Early field work

Full-time student teaching

Aligned student teaching

Classroom assessments

Cognitive psychology

Student teaching placements

1. Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.

The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

The education school fails to meet this standard. It relies only on the state's requirement that applicants must pass a basic skills test, failing to ensure that only those candidates who are at or above the 50th percentile of the collegegoing population are admitted. Consequently, its applicants may not be able to meet the academic demands of teaching.



2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

?

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

 $\circ$ 

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.

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State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution fails to meet the standard because no course reviewed that addresses teaching strategies contains any assignments or lectures on planning instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.

?

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. Despite repeated requests, Oliviet did not make materials for this standard available for review.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NA

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. *Despite repeated requests, Olivet Nazarene University did not provide information relevant to this standard.* 



8.	Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.				
	Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.				
	Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.				
9.	This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.				
10.	This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.				
Pra	ctice Teaching				
11.	Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.	NR			
	The institution should demonstrate that it supports the nation's goal of educational equity.  Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Olivet Nazarene University's placement practices with those of education schools in its vicinity.				
12.	Early field work. The institution exposes teacher candidates to field work early on in their preparation.	?			
	Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.  Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.				
13.	Full-time student teaching. The institution designs a full-time student teaching experience.	?			
	Student teaching should allow a full immersion absent the distraction of other coursework obligations.  Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.				
14.	Aligned student teaching. The institution designs student teaching to have a local experience of sufficient length.	?			
	Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.  Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.				
15.		?			
	The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.				

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard 2 Data insufficient for a final rating NA Not applicable NR Not rated

making it possible to ensure that they have demonstrated the necessary characteristics.

We were not able to determine if this institution asserts its critical role in the selection of cooperating teachers, thereby

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.

?

Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

?

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that we could not determine the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.

?

Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 

?

All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 30 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. *The institution fully meets this standard because it offers all required courses each year.* 

Prog	ram Evaluation	
24.	Graduate outcomes. <i>The institution tracks graduate outcomes such as employment and retention.</i>	?
	Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	?
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.	
Facu	ılty	
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	0
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in methods and educational psychology.	
Prep	aration Specific to Elementary Teacher Candidates	
27.	Broad subject preparation. The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.	0
	Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.  Because no transcript review is required, neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, American history, world history, world geography, art history, music history and science).	
28a.	Reading instruction. The institution prepares elementary teacher candidates in the essential components of effective reading instruction.	?
	The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.  Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.	
28b.	Reading instruction. The institution ensures that all coursework adheres to the essential components of effective reading instruction.	?
	All of an institution's required reading courses – not just some courses – should impart the research-based content that is necessary for teaching all children to read.  Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.	
Ratings	s:	

### ? 29. Elementary math. The institution provides adequate preparation in the specific mathematics content needed by elementary teachers. Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review. 30. Math methods. The institution provides appropriate preparation in elementary mathematics methods. Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fails to meet the standard because the course designed to address teaching strategies for mathematics is wholly inadequate, covering too many other topics. 31. Other methods. The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing. Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions. The institution only partially meets the standard because the amount of required coursework specifically addressing teaching strategies in social studies, language arts/writing and science is insufficient. Middle school preparation. The institution requires rigorous academic coursework of its middle school teacher candidates. Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.



# **Olivet Nazarene University**

Bourbonnais, Illinois

#### 2010 GRADUATE SECONDARY Teacher Preparation Program Design **CBD** We wish that we could provide more information on this program, but representatives refused to cooperate with NCTQ's review despite repeated requests. Secondary teacher production (2009): Not Available **Summary of Ratings** ? $\bigcirc$ 1 Selective admissions 15 Student teaching placements 2 Serious coursework ? 17 Classroom assessments ? 3 Exit exams 19 Cognitive psychology NR **Understanding diversity** 20 4 NR Classroom management 5 Learning standards NR 21 Special education 6 English language learners NR 22 Preparation efficiency 7 23 **Education issues** NR Course frequency 8 Integrating technology NR 24 **Graduate outcomes** 25 Graduates' effectiveness 11 Training model NR 12 Early field work 26 Faculty expertise High school preparation 13 Full-time student teaching ? 33 Secondary methods 14 34 Aligned student teaching ? Selectivity 1. Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs. The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with The education school fails to meet this standard. It relies only on the state's requirement that applicants must pass a basic skills test, failing to ensure that only those candidates who are at or above the 50th percentile of the collegegoing population are admitted. Consequently, its applicants may not be able to meet the academic demands of teaching. 2. Serious coursework. The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.

Ratings: 🙀 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕕 Partly meets standard 🕛 Meets a small part of standard Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

•

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

While we acknowledge that flawed state regulation explains the prevalence of poorly designed secondary programs across Illinois, the institution only partly meets this standard. When state regulations are demonstrably inadequate, It is incumbent upon the institution to exceed inadequate state standards in science and social science by requiring candidates to pass appropriate exit assessments in each subject and it does not do so.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.

NR

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

 English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners. NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. *Despite repeated requests, Olivet Nazarene University did not provide information relevant to this standard.* 

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

NR

Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.



- This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Olivet Nazarene University's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. The institution designs a full-time student teaching experience.

?

Student teaching should allow a full immersion absent the distraction of other coursework obligations. Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.

14. Aligned student teaching. The institution designs student teaching to have a local experience of sufficient length.

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.

15. Student teaching placements. *The institution carefully screens and qualifies expert* cooperating teachers from its partner schools.

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. We were not able to determine if this institution asserts its critical role in the selection of cooperating teachers, thereby making it possible to ensure that they have demonstrated the necessary characteristics.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

Ratings: 🙀 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕕 Partly meets standard 🕛 Meets a small part of standard



Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.

?

Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to secondary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that we could not determine the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.

?

Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 

?

All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is at an acceptable level. The program requires 30 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. *The institution fully meets this standard because it offers all required courses each year.* 

Pro	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	?
	Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	?
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.	
Facı	ulty	
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	0
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in methods and educational psychology.	
27-3	32. These standards pertain to preparation of elementary teachers. They were not evaluated because they are not relevant to secondary teacher preparation.	
Pre	paration Specific to Secondary Teachers	
33.	High school preparation. The institution requires an academic major of its high school teacher candidates that is equivalent in rigor to that of non-education majors.	0
	All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.  The institution fails to meet this standard because secondary teacher candidates are not required to complete sufficient undergraduate coursework in their subject areas.	
34.	Secondary methods. The institution provides appropriate preparation for secondary teacher candidates in content area methods.	0
	Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.  The institution fails to meet the standard because it does not provide methods coursework specific to subject areas.	
35-3	39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.	
Rating	gs: 🏫 Strong design 🌑 Meets standard 🕥 Nearly meets standard 🕦 Partly meets standard 🧷 Meets a small part of standard 🔘 Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated	



# **Olivet Nazarene University**

Bourbonnais, Illinois

# 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

**CBD** 

We wish that we could provide more information on this program, but representatives refused to cooperate with the NCTQ review despite repeated requests. Elementary Teacher Production (2009): 63

Sum	Summary of Ratings							
1	Selective admissions	•	19	Cognitive psychology	NR			
2	Serious coursework	?	20	Classroom management	?			
3	Exit exams	$\bigcirc$	21	Special education	?			
4	Understanding diversity	NR	22	Preparation efficiency	•			
5	Learning standards	?	23	Course frequency	•			
6	English language learners	?	24	Graduate outcomes	?			
7	Education issues	NR	25	Graduates' effectiveness	?			
8	Integrating technology	?	26	Faculty expertise				
10	Global perspective	NR	27	Broad subject preparation				
11	Training model	NR	28a	Reading instruction	?			
12	Early field work	?	28b	Reading instruction	?			
13	Full-time student teaching	?	29	Elementary math	?			
14	Aligned student teaching	?	30	Math methods				
15	Student teaching placements	?	31	Other methods	•			
16	Back-up degree		32	Middle school preparation	?			
17	Classroom assessments	?						

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Olivet Nazarene University is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its School of Education. Because the school's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

?

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

 $\bigcirc$ 

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.

?

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.

?

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. *Despite repeated requests, Olivet Nazarene University did not provide information relevant to this standard.* 

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

?

Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.



- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take one multicultural studies course. There is no foreign language requirement. Several study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Olivet Nazarene University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 

?

Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.

13. Full-time student teaching. The institution designs a full-time student teaching experience.

?

Student teaching should allow a full immersion absent the distraction of other coursework obligations.

Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 

7

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. We were not able to determine if this institution asserts its critical role in the selection of cooperating teachers, thereby making it possible to ensure that they have demonstrated the necessary characteristics.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.

Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution meets only a small part of this standard because there are insufficient requirements for a concentration, with the result that a teacher candidate would face at least a year's work to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.

?

Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that we could not determine the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.

?

Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 

7

All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 33 hours of professional coursework (not including student teaching).



23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Prog	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	?
	Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	?
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.	
	Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.	
Facu	ilty	
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	<u> </u>
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in methods and educational psychology.	
Prep	paration Specific to Elementary Teacher Candidates	
27.	Broad subject preparation. The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.	•
	Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.  Because the coursework requirements of the institution and its teacher preparation program appear to ensure sufficient coverage in most of the essential content that elementary teachers need, the institution nearly meets this standard. The apparent absence of coursework in music history and art history lowers it rating.	
28a.	Reading instruction. The institution prepares elementary teacher candidates in the essential components of effective reading instruction.	?
	The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.  Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.	
Rating:	s:  Strong design  Meets standard  Nearly meets standard  Partly meets standard  Meets a small part of standard  Fails to meet standard  Partly meets standard  MR Not rated	

28b.	Reading instruction. The institution ensures that all coursework adheres to the essential components of effective reading instruction.			
	All of an institution's required reading courses – not just some courses – should impart the research-based content that is necessary for teaching all children to read.  Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.			
29.	Elementary math. The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.	?		
	Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.  Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.			
30.	Math methods. The institution provides appropriate preparation in elementary mathematics methods.	0		
	Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fails to meet the standard because the course designed to address teaching strategies for mathematics is wholly inadequate, covering too many other topics.			
31.	Other methods. The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.	•		
	Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.  The institution only partially meets the standard because the amount of required coursework specifically addressing teaching strategies in social studies, language arts/writing and science is insufficient.			
32.	Middle school preparation. <i>The institution requires rigorous academic coursework of its middle school teacher candidates.</i>	?		
	Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak.  Despite repeated requests, Olivet Nazarene University did not make materials for this standard available for review.			

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.

# Principia College Education Department

Elsah, Illinois

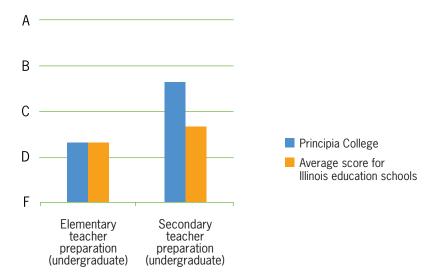
**Elementary Teacher Preparation** (Undergraduate) Secondary Teacher Preparation (Undergraduate)

D+

B-

# **Program Grades**

Principia College



<b>Total Teacher Production</b> (2009):	<b>Very Low Producer</b>		
Elementary (Undergraduate):		8	

Data provided by the Illinois State Board of Education

Education School Specialized Accreditation: NCA				TEAC No	ne 🗸   Illino	is State Accreditation 🗸	•
Under	gradua	te Tuition: \$\$\$\$	Graduate T	uition: NA			
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 — \$14,999 \$15,000 — \$19,999		00 – \$24,999 00 – \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000	



# **Principia College**

Elsah, Illinois

# 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

D+

While practice teaching experiences are a strength in the design of this elementary teacher preparation program, other critical elements are in need of improvement. Specifically, reading preparation is extremely inadequate, mathematics preparation is only partially adequate and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 7

1	Selective admissions		19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams	$\bigcirc$	21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	$\bigcirc$
5	Learning standards		23	Course frequency	
6	English language learners		24	Graduate outcomes	
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	$\bigcirc$
12	Early field work		28b	Reading instruction	NA
13	Full-time student teaching		29	Elementary math	
14	Aligned student teaching		30	Math methods	
15	Student teaching placements		31	Other methods	
16	Back-up degree		32	Middle school preparation	
17	Classroom assessments				

#### Selectivity

1. Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Principia College is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Education Department. Because the department's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution partially meets the standard because only one of the reviewed non-reading courses addressing teaching strategies requires one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates must meet the equivalent of a global perspectives requirement, and must complete 5 quarter hours of one foreign language. Several education-focused study abroad programs are offered, and we found that non-resident-alien students make up 18% of the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Principia College's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprendice teaching without the distraction of additional coursework.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution only partly meets the standard because while it does assert its critical role in the selection of cooperating teachers, it does not ensure that principals are given guidelines to select cooperating teachers who have demonstrated the ability to both increase student learning and mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution fully meets this standard because all of its elementary teacher candidates are required to complete a substantial concentration in a single, non-education subject, meaning that less than an additional semester's work would be necessary to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard because it does not address using data to improve instruction and its coverage is likely disjointed because it is spread out among three courses.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 20 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.  Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution meets this standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.					
21.	Special education. <i>The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.</i>					
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.					
22.	Preparation efficiency. <i>The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.</i>					
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution fails to meet the standard. The number of semester hours necessary to complete the professional sequence is well above an acceptable level. The program requires 61 hours of professional coursework (not including student teaching).					
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.					
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.					
Prog	gram Evaluation					
24.	Graduate outcomes. <i>The institution tracks graduate outcomes such as employment and retention.</i>					
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.					
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.					
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.					

Ratings: Strong design • Meets standard • Nearly meets standard • Partly meets standard • Meets a small part of standard • Fails to meet standard • Data insufficient for a final rating • NA Not applicable • NR Not rated

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

•

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 

 $\bigcirc$ 

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

'The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, writing, children's literature, American government, world history, world cultures, art history, and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 

 $\bigcirc$ 

The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified four required textbooks that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

NA

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

Because we could not find adequate evidence of effective reading instruction being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution only partly meets this standard because the existing coursework is poorly designed and does not adequately cover essential topics.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 

Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets this standard based on a strong program design for middle school teachers in math and English, the only middle school certification area(s) that it offers.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





# **Principia College**

Elsah, Illinois

# 2010 UNDERGRADUATE SECONDARY Teacher Preparation Program Design

B-

This program's sound design is enhanced by its dedication to ensuring adequate subject area preparation requirements in the limited number of secondary certification areas that it offers. Secondary Teacher Production (2009): 1

#### **Summary of Ratings**

1	Selective admissions	•	15	Student teaching placements	•
2	Serious coursework		17	Classroom assessments	
3	Exit exams		19	Cognitive psychology	NR
4	Understanding diversity	?	20	Classroom management	
5	Learning standards	NR	21	Special education	
6	English language learners	NR	22	Preparation efficiency	$\bigcirc$
7	Education issues	NR	23	Course frequency	
8	Integrating technology	NR	24	Graduate outcomes	
10	Global perspective	NR	25	Graduates' effectiveness	$\bigcirc$
11	Training model	NR	26	Faculty expertise	
12	Early field work		33	High school preparation	
13	Full-time student teaching		34	Secondary methods	
14	Aligned student teaching				

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Principia College is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Education Department. Because the department's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

Ratings: Trong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard Partly meets a small part of standard NA Not applicable NR Not rated

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution meets this standard because it only prepares secondary teacher candidates for certification in areas for which state licensing tests appear to be adequate.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

?

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.

NR

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.

NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

NR

Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.
- 10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates must meet the equivalent of a global perspectives requirement, and must complete 5 quarter hours of one foreign language. Several education-focused study abroad programs are offered, and we found that non-resident-alien students make up 18% of the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Principia College's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprendice teaching without the distraction of additional coursework.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution only partly meets the standard because while it does assert its critical role in the selection of cooperating teachers, it does not ensure that principals are given guidelines to select cooperating teachers who have demonstrated the ability to both increase student learning and mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard because it does not address using data to improve instruction and its coverage is likely disjointed because it is spread out among three courses.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to secondary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 33 percent of one course.

20. Classroom management. *The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.* 



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets the standard because it provides instruction on classroom management, targeting the secondary grade levels at which the candidates intend to teach.



	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.				
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.				
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	0			
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution fails to meet the standard. The number of semester hours necessary to complete the professional sequence is well above an acceptable level. The program requires 44 hours of professional coursework (not including student teaching).				
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.				
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.				
Prog	ram Evaluation				
24.	Graduate outcomes. <i>The institution tracks graduate outcomes such as employment and retention.</i>	•			
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.				
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0			
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.				
Facu	llty				
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	•			
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.				
27-3	2. These standards pertain to preparation of elementary teachers. They were not evaluated because they are not relevant to secondary teacher preparation.				

#### **Preparation Specific to Secondary Teachers**

33. High school preparation. *The institution requires an academic major of its high school teacher candidates that is equivalent in rigor to that of non-education majors.* 

All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

The institution fully meets this standard because it requires its secondary teacher candidates to complete sufficient coursework in their subject areas.

34. Secondary methods. *The institution provides appropriate preparation for secondary teacher candidates in content area methods.* 



Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.

The institution fully meets the standard because it requires methods courses specific to subject areas for all secondary teacher candidates.

35-39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.

# Quincy University Quincy, Illinois

**Elementary Teacher Preparation** (Undergraduate)

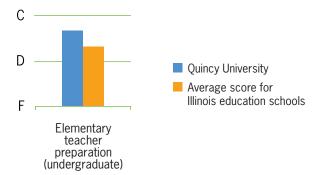
C-

### **Program Grades**

Quincy University

Α -----

В ———



Total Teacher Production (2009):	Low Producer	53
Elementary (Undergraduate):		28
Secondary (Undergraduate):		8
Special Education (Undergraduate):		6
Elementary (Graduate):		5
Secondary (Graduate):		4
Special Education (Graduate):		2
Data provided by the Illinois State Board of Education		

Education School Specialized Accreditation: NC				TEAC Non	e 🗸   Illino	is State Accreditation 🗸
Under	gradua	te Tuition: \$\$\$\$	Graduate T	uition: \$\$\$\$		
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999	1111	00 – \$24,999 00 – \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000



## **Quincy University**

Quincy, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

C-

While this institution plays the pivotal role it should in the selection of cooperating teachers for student teachers, and coverage of issues relevant to teaching in 21st century classrooms and relatively strong reading preparation enhance its program design, other critical elements are in need of improvement. Specifically, there is extremely inadequate mathematics preparation and the institution only partially ensures that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 17

#### **Summary of Ratings**

1	Selective admissions		19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams	$\bigcirc$	21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	
5	Learning standards		23	Course frequency	
6	English language learners	$\Rightarrow$	24	Graduate outcomes	
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	
10	Global perspective	NR	27	Broad subject preparation	
11	Training model	NR	28a	Reading instruction	
12	Early field work		28b	Reading instruction	$\bigcirc$
13	Full-time student teaching		29	Elementary math	$\bigcirc$
14	Aligned student teaching		30	Math methods	
15	Student teaching placements		31	Other methods	
16	Back-up degree		32	Middle school preparation	
17	Classroom assessments	•			

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Quincy University is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its School of Education. Because the school's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 



Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. *The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.* 



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because most of the reviewed non-reading courses assessing teaching strategies have one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.



Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

NR

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. . We were unable to identify much in the way of coursework, required or elective, that covers global perspectives. There is also no foreign language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### Practice Teaching

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Quincy University's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fully meets the standard for having asserted its critical role in the selection of cooperating teachers, ensuring that they have demonstrated the ability to both increase student learning and mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution partially meets this standard because its elementary teacher candidates may graduate on time with a degree entailing a general education studies major if they are unsuccessful at student teaching or withdraw from teacher preparation at it later stages.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard because it does not address standardized testing, and its coverage is likely disjointed because it is spread out among four courses.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.	•
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.	
21.	Special education. <i>The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.</i>	•
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 45 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Pro	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•
	The institution partially meets this standard. Documents obtained from the institution indicate that the institution surveys only its graduates on their performance.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	$\overline{\bigcirc}$
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers	

making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution only partially meets this standard because neither the institution nor its teacher preparation program appears to ensure sufficient coverage in the world/American literature, world history, music history and art history content elementary teachers need. We note course requirements in other essential content areas, including writing, children's literature, American history, world cultures and science.

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers four of the five of the components of effective reading instruction (phonemic awareness, phonics, vocabulary, comprehension strategies), but does not address fluency. Although this program addresses effective reading instruction, we identified four textbooks that did not support this instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution does not meet the standard because only one of three required courses covers one or more components of effective reading instruction.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.

30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for elementary mathematics does not address the topic in sufficient depth.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.

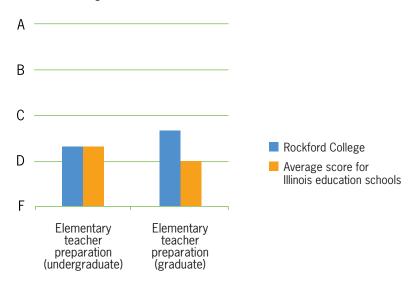


# Rockford College Education Department

Rockford, Illinois

**Elementary Teacher Preparation** (Undergraduate) D+ Elementary Teacher Preparation (Graduate) C-

# **Program Grades**Rockford College



Total Teacher Production (2009):	Low Producer	132
Elementary (Undergraduate):		81
Secondary (Undergraduate):		30
Special Education (Undergraduate):		18
Elementary (Graduate):		3
Data provided by the Illinois State Board of Education		

<b>Education School Specialized Accreditation: NCATE</b>			litation: NCATE TEAC	None ✓   Illino	is State Accreditation 🗸
Under	gradua	te Tuition: \$\$\$\$	Graduate Tuition:	\$\$\$	
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999	\$\$\$\$ \$20,000 - \$24, \$\$\$\$\$ \$25,000 - \$29,		\$30,000 - \$34,999 \$35,000 - \$50,000



## **Rockford College**

Rockford, Illinois

#### 2010 GRADUATE ELEMENTARY Teacher Preparation Program Design

C-

While this program does have significant strengths in its selectivity and reading preparation, other critical elements in the preparation of elementary teachers are in need of improvement. Specifically, mathematics preparation is extremely inadequate and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. In addition, the institution should play a more pivotal role in the selection of cooperating teachers for student teachers. Elementary Teacher Production (2009): 8

#### **Summary of Ratings**

Selective admissions	$\Diamond$	20	Classroom management	•
Serious coursework		21	Special education	
Exit exams	$\bigcirc$	22	Preparation efficiency	
Understanding diversity	NR	23	Course frequency	•
Learning standards		24	Graduate outcomes	•
English language learners		25	Graduates' effectiveness	$\bigcirc$
Education issues	NA	26	Faculty expertise	•
Integrating technology	$\bigcirc$	27	Broad subject preparation	$\bigcirc$
Training model	NR	28a	Reading instruction	•
Early field work	$\bigcirc$	28b	Reading instruction	NA
Full-time student teaching		29	Elementary math	$\bigcirc$
Aligned student teaching		30	Math methods	
Student teaching placements	$\bigcirc$	31	Other methods	
Classroom assessments		32	Middle school preparation	
Cognitive psychology	NR			
	Serious coursework Exit exams Understanding diversity Learning standards English language learners Education issues Integrating technology Training model Early field work Full-time student teaching Aligned student teaching Student teaching placements Classroom assessments	Serious coursework  Exit exams  Understanding diversity  Learning standards  English language learners  Education issues  Integrating technology  Training model  Early field work  Full-time student teaching  Aligned student teaching  Student teaching placements  Classroom assessments	Serious coursework  Exit exams  C 22  Understanding diversity  Learning standards  English language learners  Education issues  Integrating technology  Training model  Early field work  Full-time student teaching  Aligned student teaching  Student teaching placements  Classroom assessments  D 22  24  25  25  26  27  27  27  28  28  28  28  28  28  30  31  31	Serious coursework  Exit exams  22 Preparation efficiency  Understanding diversity  NR  23 Course frequency  Learning standards  English language learners  Education issues  Integrating technology  Training model  Early field work  Full-time student teaching  Aligned student teaching  Classroom assessments  PR  21 Special education  22 Preparation efficiency  Course frequency  24 Graduate outcomes  Effectiveness  Effectiveness  PR  25 Graduates' effectiveness  English language learners  26 Faculty expertise  Broad subject preparation  NR  28a Reading instruction  Elementary math  Aligned student teaching  30 Math methods  Student teaching placements  31 Other methods  Classroom assessments

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

The institution nearly meets the standard. Its education school's requirements commendably exceed the state's requirement that all applicants to teacher preparation programs must pass a basic skills test by instead requiring that all applicants take a more appropriate test for admission to a graduate program. However, since its cut-score is below the 50th percentile of the college-going population, its entrance criteria will result in candidates who are unlikely to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purposes.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets only a small part of the standard because only one of the reviewed non-reading courses addressing teaching strategies requires one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.



7.	Education issues. The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.	NA
	Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that three courses include coverage of education policy challenges.	
8.	Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.	0
	Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.  The institution fails to meet the standard because none of the reviewed courses addressing teaching strategies contains assignments requiring teacher candidates to plan instruction with technology applications.	S
9.	This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.	
10.	This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.	
Prac	ctice Teaching	
11.	Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.	NR
	The institution should demonstrate that it supports the nation's goal of educational equity.  Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Rockford College's placement practices with those of education schools in its vicinity.	
12.	Early field work. The institution exposes teacher candidates to field work early on in their preparation.	0
	Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.  The institution fails to meet the standard because field work is not required in the first semester of graduate work.	
13.	Full-time student teaching. The institution designs a full-time student teaching experience.	•
	Student teaching should allow a full immersion absent the distraction of other coursework obligations.  The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.	

14. Aligned student teaching. The institution designs student teaching to have a local experience of sufficient length.



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert* cooperating teachers from its partner schools.



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive. The institution only partially meets the standard because it does not address standardized testing and using assessment data to drive instruction in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key* principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 75 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution only partially meets this standard. While it has established a coherent design for instruction on classroom management, it is not targeted to the elementary grade levels at which the candidates intend to teach.



21.	Special education. <i>The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.</i>				
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.				
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.				
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 30 hours of professional coursework (not including student teaching).				
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.				
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.				
Pro	gram Evaluation				
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.				

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.

collects data regarding its graduates' retention rates and job performance.

O

Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates* receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.

C

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, American history, world history, world geography, art history, music history and science).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. All required textbooks address effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

NA

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The standard does not apply to only one reading course.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.

30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for elementary mathematics does not address the topic in sufficient depth.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution only partially meets the standard because the amount of required coursework specifically addressing teaching strategies in social studies, language arts/writing and science is insufficient.



32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





## **Rockford College**

Rockford, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

D+

While strong reading preparation and relatively strong mathematics preparation enhance the design of this preparation program for elementary teachers, other critical elements are in need of improvement. Specifically, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 94

Sum	mary of Ratings				
1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams		21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	•
5	Learning standards		23	Course frequency	•
6	English language learners		24	Graduate outcomes	•
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	•
10	Global perspective	NR	27	Broad subject preparation	
11	Training model	NR	28a	Reading instruction	•
12	Early field work		28b	Reading instruction	NA
13	Full-time student teaching		29	Elementary math	
14	Aligned student teaching		30	Math methods	
15	Student teaching placements		31	Other methods	
16	Back-up degree		32	Middle school preparation	
17	Classroom assessments				

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Rockford College is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Education Department. Because the department's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution mosts this standard because all but a very small portion of assignments reflect a seriousness of pure

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. *The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.* 



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets only a small part of the standard because only one of the reviewed non-reading courses addressing teaching strategies requires one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that four courses include coverage of education policy challenges.



8.	Integrating technology. The institution ensures that applications of technology are integrated
	into the pedagogy associated with specific content areas.

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Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution fails to meet the standard because none of the reviewed courses addressing teaching strategies contains assignments requiring teacher candidates to plan instruction with technology applications.

9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

NR

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates must take at least three credit hours in a non-Western or Third-World Culture course, and language requirements only apply to B.A. candidates. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

NR

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NH

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Rockford College's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

F. H. Connect Annual Control of the 


13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 

Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution meets only a small part of this standard because there are insufficient requirements for a concentration, with the result that a teacher candidate would face at least a year's work to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution only partially meets the standard because it does not address two of the four key topics: standardized tests and applying data to improve instruction.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.	•
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution only partially meets this standard. While it has established a coherent design for instruction on classroom management, it is not targeted to the elementary grade levels at which the candidates intend to teach.	
21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.	•
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 29 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Pro	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.	,
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does	

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard Partly meets standard NR Not rated

not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, world history, world cultures, art history, and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. All required textbooks address effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The standard does not apply to only one reading course.

29. Elementary math. The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution does not fully meet this standard because it simply does not require a sufficient number of courses to allow for adequate coverage of the essential topics.

30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for elementary mathematics does not address the topic in sufficient depth.



31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 

Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution only partially meets the standard because the amount of required coursework specifically addressing teaching strategies in social studies, language arts/writing and science is insufficient.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.



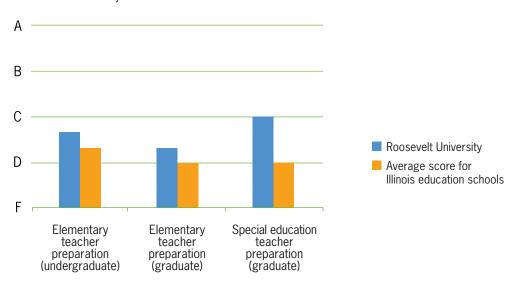
# Roosevelt University College of Education

Chicago, Illinois

**Elementary Teacher Preparation** (Undergraduate) C-Elementary Teacher Preparation (Graduate) D+ Secondary Teacher Preparation (Graduate) C

### **Program Grades**

Roosevelt University



<b>Total Teacher Production</b> (2009):	Medium Producer	242
Early Childhood (Undergraduate):		22
Elementary (Undergraduate):		85
Secondary (Undergraduate):		57
Special Education (Undergraduate):		37
Early Childhood (Graduate):		5
Elementary (Graduate):		23
Secondary (Graduate):		6
Special Education (Graduate):		7
Data provided by the Illinois State Board of Education		

Education School Specialized Accreditation: NCATE 🗸 TEAC None   Illinois State Accreditation 🗸							
Under	gradua	ate Tuition: \$\$\$\$	Graduate Tuition: \$\$\$				
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999		\$30,000 - \$34,999 \$35,000 - \$50,000			



## **Roosevelt University**

Chicago, Illinois

### 2010 GRADUATE ELEMENTARY Teacher Preparation Program Design

D+

While this institution's program design does have strength in its reading preparation, other critical elements in the

adec	quate, the institution does not play the piv	otal role it s at teacher ca	hould i Indidat	Specifically, mathematics preparation is or n the selection of cooperating teachers for es receive the liberal arts education that be oduction (2009): 16	r student	
Sum	mary of Ratings					
1	Selective admissions	$\bigcirc$	20	Classroom management	•	
2	Serious coursework		21	Special education		
3	Exit exams	$\bigcirc$	22	Preparation efficiency		
4	Understanding diversity	NR	23	Course frequency		
5	Learning standards		24	Graduate outcomes		
6	English language learners	$\bigcirc$	25	Graduates' effectiveness	$\bigcirc$	
7	Education issues	NA	26	Faculty expertise		
8	Integrating technology		27	Broad subject preparation	• • •	
11	Training model	NR	28a	Reading instruction		
12	Early field work		28b	Reading instruction		
13	Full-time student teaching		29	Elementary math		
14	Aligned student teaching		30	Math methods		
15	Student teaching placements	$\bigcirc$	31	Other methods		
17	Classroom assessments		32	Middle school preparation		
19	Cognitive psychology	NR				
Sele	ectivity					
1.	candidates from only the top half of the college p measured by an admissions test commonly used institution should encourage the applications of s advanced standing. The college fails to meet this standard. It re	ution or its teac opulation and for entry into gi trong candidat	ther prep select gr raduate s es by wa	aration program should select undergraduate teach aduate teacher candidates with a similar standard a studies. At both the undergraduate and graduate le iving content course requirements for candidates with a similar standard as the studies of the standard standard studies. At both the undergraduate and graduate le iving content course requirements for candidates with standard s	as vels, the vith	
test, failing to ensure that only those candidates who are at or above the 50th percentile of the college-going population are admitted. Consequently, its applicants may not be able to meet the academic demands of teaching.						

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

 $\subset$ 

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution fails to meet the standard because none of the reviewed non-reading courses addressing teaching strategies contains any assignments or lectures on planning instruction that addresses the needs of English language learners.



7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NA

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Roosevelt University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets only a small part of the standard because it does not address three of the four key topics: standardized testing, use of classroom assessment and using assessment data to drive instruction.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 25 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.



21.	Special education. The institution provides an orientation to special education targeted to the							
	grade levels at which the candidate intends to teach.							

All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.

22. Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 30 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.

#### **Program Evaluation**

24. Graduate outcomes. *The institution tracks graduate outcomes such as employment and retention.* 



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates* receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, American government, world history, world cultures, music history and art history).

# 28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.*



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. Although this program full addresses effective reading instruction, we identified one textbook that did not support this instruction.

# 28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.*



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution meets the standard because both required courses cover one or more components of effective reading instruction.

# 29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.*



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution only partly meets this standard because it does not provide the amount of coursework necessary to ensure that all essential topics are adequately covered and because the existing coursework does not adequately cover essential topics.

## 30. Math methods. The institution provides appropriate preparation in elementary mathematics methods



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.

# 31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.*



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.



32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





## **Roosevelt University**

Chicago, Illinois

#### 2010 GRADUATE SECONDARY Teacher Preparation Program Design

C

The design of this program is enhanced by the very strong subject area preparation for secondary candidates in all subjects, including the sciences and social sciences, where flawed state regulations make adequate preparation very difficult. However, the institution should play a more pivotal role in the selection of the cooperating teacher for student teachers. Secondary teacher production (2009): 2

1	Selective admissions	$\circ$	15	Student teaching placements	$\circ$
2	Serious coursework		17	Classroom assessments	
3	Exit exams		19	Cognitive psychology	NR
4	Understanding diversity	NR	20	Classroom management	
5	Learning standards	NR	21	Special education	
6	English language learners	NR	22	Preparation efficiency	
7	Education issues	NR	23	Course frequency	
8	Integrating technology	NR	24	Graduate outcomes	
11	Training model	NR	25	Graduates' effectiveness	$\bigcirc$
12	Early field work		26	Faculty expertise	
13	Full-time student teaching		33	High school preparation	
14	Aligned student teaching		34	Secondary methods	

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs. 0

The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

The college fails to meet this standard. It relies only on the state's requirement that applicants must pass a basic skills test, failing to ensure that only those candidates who are at or above the 50th percentile of the college-going population are admitted. Consequently, its applicants may not be able to meet the academic demands of teaching.

2. Serious coursework. The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

•

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

While we acknowledge that flawed state regulation explains the prevalence of poorly designed secondary programs across Illinois, the institution only partly meets this standard. When state regulations are demonstrably inadequate, It is incumbent upon the institution to exceed inadequate state standards in science and social science by requiring candidates to pass appropriate exit assessments in each subject and it does not do so.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.

NR

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

 English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners. NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that two courses include coverage of education policy challenges.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

NR

Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Roosevelt University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

 $\bigcirc$ 

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution only partially meets the standard because it does not address standardized testing and using assessment

data to drive instruction in its coverage of data and assessment.

18. This standard pertains to instruction on the use of assessment in special education. It was

not evaluated because it is not relevant to secondary teacher preparation.
 Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting

those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 25 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the secondary grade levels at which the candidates intend to teach.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.



22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•					
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 20 hours of professional coursework (not including student teaching).						
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•					
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.						
Prog	gram Evaluation						
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.						
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.						
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	$\overline{\bigcirc}$					
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.						
Facı	ulty						
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	•					
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.						
27-3	22. These standards pertain to preparation of elementary teachers. They were not evaluated because they are not relevant to secondary teacher preparation.						

#### **Preparation Specific to Secondary Teachers**

33. High school preparation. *The institution requires an academic major of its high school teacher candidates that is equivalent in rigor to that of non-education majors.* 

All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

The institution fully meets this standard because it requires its secondary teacher candidates to complete sufficient coursework in their subject areas.

34. Secondary methods. *The institution provides appropriate preparation for secondary teacher candidates in content area methods.* 



Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.

The institution fully meets the standard because it requires methods courses specific to subject areas for all secondary teacher candidates.

35-39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.



# **Roosevelt University**

Chicago, Illinois

**Summary of Ratings** 

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

C-

While strong reading preparation and fairly strong mathematics preparation enhance the design of this elementary program, other critical elements are in need of improvement. Specifically, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and while the institution ensures that teacher candidates have a subject area concentration, it fails to ensure that they take the specific coursework outside of that concentration that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 117

1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams	$\bigcirc$	21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	
5	Learning standards		23	Course frequency	
6	English language learners	$\bigcirc$	24	Graduate outcomes	
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	
12	Early field work		28b	Reading instruction	
13	Full-time student teaching		29	Elementary math	

30

31

Math methods

Other methods

Middle school preparation

#### Selectivity

Aligned student teaching

Classroom assessments

Back-up degree

Student teaching placements

14

15

16

17

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Roosevelt University is only rated as "less selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its College of Education. Because the college's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

•

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. *The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.* 



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution fails to meet the standard because none of the reviewed non-reading courses addressing teaching strategies contains any assignments or lectures on planning instruction that addresses the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

•

Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution partially meets the standard because only a minority of the reviewed courses addressing teaching strategies requires one or more assignments that teacher candidates plan instruction with technology applications.

9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates must take 3 semester hours of coursework in Non-Western/Third World Culture. There is no foreign language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Roosevelt University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution fully meets this standard because all of its elementary teacher candidates are required to complete a substantial concentration in a single, non-education subject, meaning that less than an additional semester's work would be necessary to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution only partially meets the standard because it does not address standardized testing and applying data to improve instruction in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 33 percent of one course.



20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.

•

Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution only partially meets this standard. While there is evidence of instruction on classroom management, it is contained entirely within seminars associated with field experiences and its support by readings, lectures and assignments is uneven.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 42 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. *The institution fully meets this standard because it offers all required courses each year.* 

#### **Program Evaluation**

24. Graduate outcomes. *The institution tracks graduate outcomes such as employment and retention.* 



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, world history, world cultures, art history and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. Although this program full addresses effective reading instruction, we identified three textbooks that did not support this instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution meets the standard because both required courses cover one or more components of effective reading instruction.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not fully meet this standard because it simply does not require a sufficient number of courses to allow for adequate coverage of the essential topics.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.



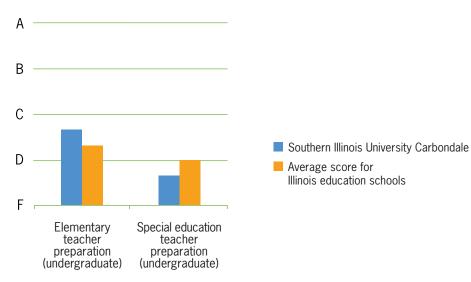
# Southern Illinois University Carbondale College of Education and Human Services

Carbondale, Illinois

**Elementary Teacher Preparation** (Undergraduate) C-Special Education Teacher Preparation (Undergraduate) D-

#### **Program Grades**

Southern Illinois University Carbondale



Total Teacher Production (2009):	High Producer 381
Early Childhood (Undergraduate):	19
Elementary (Undergraduate):	159
Secondary (Undergraduate):	84
Special Education (Undergraduate):	94
Early Childhood (Graduate):	1
Secondary (Graduate):	18
Special Education (Graduate):	6
Data provided by the Illinois State Board of Education	

Educa	Education School Specialized Accreditation: NCATE 🗸 TEAC None   Illinois State Accreditation 🗸								
Under	gradua	te Tuition: \$\$	Grad	uate Tuition: \$\$					
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999	\$\$\$\$ \$\$\$\$\$	\$20,000 - \$24,999 \$25,000 - \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000	_		



# **Southern Illinois University - Carbondale**

Carbondale, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

C-

We commend the practice teaching experiences offered by this program and its dedication to ensuring that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. However, extremely inadequate preparation in reading and only partially adequate preparation in mathematics need improvement. Elementary Teacher Production (2009): 147

1	Selective admissions		19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams	$\bigcirc$	21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	
5	Learning standards	$\bigcirc$	23	Course frequency	
6	English language learners		24	Graduate outcomes	
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	
10	Global perspective	NR	27	Broad subject preparation	
11	Training model	NR	28a	Reading instruction	$\bigcirc$
12	Early field work		28b	Reading instruction	NA
13	Full-time student teaching		29	Elementary math	
14	Aligned student teaching		30	Math methods	
15	Student teaching placements		31	Other methods	
16	Back-up degree		32	Middle school preparation	
17	Classroom assessments				

#### Selectivity

1. Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Southern Illinois University - Carbondale is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its College of Education and Human Services. Because the college's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

•

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

 $\subset$ 

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution fails to meet the standard because no course reviewed that addresses teaching strategies contains any assignments or lectures on planning instruction around the K-9 Illinois State Learning Standards.

6. English language learners. *The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.* 



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution partially meets the standard because only one of the reviewed non-reading courses addressing teaching strategies requires one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates must take GEOG 103. There is no foreign language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Southern Illinois University - Carbondale's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution only partly meets the standard because while it does assert its critical role in the selection of cooperating teachers, it does not ensure that principals are given guidelines to select cooperating teachers who have demonstrated the ability to both increase student learning and mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution fully meets this standard because all of its elementary teacher candidates are required to complete a substantial concentration in a single, non-education subject, meaning that less than an additional semester's work would be necessary to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is just over 50 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.						
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution only partially meets this standard. While it has established a coherent design for instruction on classroom management, it is not targeted to the elementary grade levels at which the candidates intend to teach.						
21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.						
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.						
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.						
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 33 hours of professional coursework (not including student teaching).						
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.						
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.						
Pro	gram Evaluation						
24.	Graduate outcomes. <i>The institution tracks graduate outcomes such as employment and retention.</i>						
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.						
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.						
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers						

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

Because the coursework requirements of the institution and its teacher preparation program appear to ensure sufficient coverage in most of the essential content that special education teachers need, the institution nearly meets this standard. The apparent absence of coursework in world cultures and music history lowers it rating.

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified two required textbooks that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The standard does not apply to only one reading course.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution only partly mosts this standard because it does not provide the amount of coursework passessant to

The institution only partly meets this standard because it does not provide the amount of coursework necessary to ensure that all essential topics are adequately covered and because the existing coursework does not adequately cover essential topics.

30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.



31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 

•

Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. While most of the course requirements in the certification areas for middle school teachers appear to be sound, the institution does not fully meet the standard because several areas are insufficiently rigorous in their design. The institution should not qualify a middle school teacher in science or social studies without requiring either a major or a combination of courses that is equivalent to a major and that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





# **Southern Illinois University - Carbondale**

Carbondale, Illinois

#### 2010 UNDERGRADUATE SPECIAL EDUCATION Teacher Preparation Program Design

D-

There are critical elements of this program's design that are in need of significant improvement. Reading preparation is extremely inadequate, mathematics preparation is very inadequate, and the institution does not ensure that teacher candidates receive the liberal arts education needed to assist in teaching the Illinois K-9 curriculum. Special Education Teacher Production (2009): 86

Summary of Ratings								
1	Selective admissions		19	Cognitive psychology	NR			
2	Serious coursework		20	Classroom management				
3	Exit exams	$\bigcirc$	22	Preparation efficiency				
4	Understanding diversity	NR	23	Course frequency	•			
7	Education issues	NR	24	Graduate outcomes	•			
9	Assistive technology		25	Graduates' effectiveness	$\bigcirc$			
10	Global perspective	NR	26	Faculty expertise	•			
11	Training model	NR	35	Broad subject preparation	$\bigcirc$			
12	Early field work		36a	Reading instruction	$\bigcirc$			
13	Full-time student teaching		36b	Reading instruction	NA			
14	Aligned student teaching		37	Elementary math				
15	Student teaching placements		38	Special education pedagogy	NR			
18	Special education assessment		39	Teacher production	NR			

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Southern Illinois University - Carbondale is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its College of Education and Human Services. Because the college's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 6. This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



- 8. This standard pertains to instruction on the use of technology. It was not evaluated because we evaluated special education programs on instruction on the use of assistive technology (see Standard 9).
- 9. Assistive technology. *The institution ensures that special education teacher candidates are adequately prepared on the uses of assistive technologies.*

Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities.

The institution meets this standard because teacher candidates are introduced to the appropriate use of assistive technologies for students with special needs.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates must take GEOG 103. There is no foreign language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Southern Illinois University - Carbondale's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution only partly meets the standard because while it does assert its critical role in the selection of cooperating teachers, it does not ensure that principals are given guidelines to select cooperating teachers who have demonstrated the ability to both increase student learning and mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to special education teacher preparation.

#### **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. *The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.*



Assessment data is essential to writing educational goals for students with special needs and monitoring their progress. The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution only partially meets this standard. While the coursework is appropriately targeted to the special education grade levels at which the candidates intend to teach, it is too disparate, spread out over three courses.



21.	This standard pertains to the preparation of general classroom teachers on the foundations
	of special education. It is not evaluated because it is not relevant to the preparation of
	special education teachers.

22. Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching. The institution only partially meets the standard. The number of required semester hours to complete the professional sequence slightly exceeds an acceptable level (57 semester hours). The program requires 63 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.

#### **Program Evaluation**

24. Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

27-34. These standards pertain to the preparation of elementary and secondary teachers. They were not evaluated because they are not relevant to special education teacher preparation.





Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

#### **Preparation Specific to Special Education Teachers**

35. Broad subject preparation. *The institution ensures that special education teacher candidates receive a broad liberal arts education.* 

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content special education teachers need (including world/American literature, children's literature, American history, world history, world cultures, music history and art history).

36a. Reading instruction. *The institution prepares special education teacher candidates in the essential components of effective reading instruction.* 

All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the research-based strategies shown to dramatically reduce the number of children needing remediation in reading.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified one required textbook that did not support effective reading instruction.

36b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

NA

. All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The standard does not apply to only one reading course.

37. Elementary math. *The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers.* 



Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics.

The institution meets only a small part of this standard because the existing coursework is poorly designed and because it falls short of the amount of coursework necessary to ensure that all essential topics are adequately addressed.

38. Special education pedagogy. *The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.* 

NR

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).



39. Teacher production. The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related to this standard for Southern Illinois University - Carbondale's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).

# **Southern Illinois University Edwardsville**

## **School of Education**

Edwardsville, Illinois

Elementary Teacher Preparation (Undergraduate)

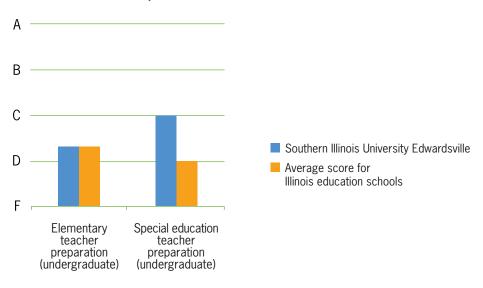
Special Education Teacher Preparation (Undergraduate)

C

C

### **Program Grades**

Southern Illinois University Edwardsville



Total Teacher Production (2009):	Medium Producer	326
Early Childhood (Undergraduate):		20
Elementary (Undergraduate):		110
Secondary (Undergraduate):		90
Special Education (Undergraduate):		102
Special Education (Graduate):		4
Data provided by the Illinois State Board of Education		

Education School Specialized Accreditation: NCATE 🗸 TEAC None   Illinois State Accreditation								
Undergraduate Tuition: \$			Grad	uate Tuition: \$				
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 — \$14,999 \$15,000 — \$19,999	\$\$\$\$ \$\$\$\$\$	\$20,000 - \$24,999 \$25,000 - \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000		



# **Southern Illinois University - Edwardsville**

Edwardsville, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

D+

While this program's professional coursework and relatively strong mathematics preparation enhance its design, other critical elements are in need of improvement. Specifically, reading preparation is extremely inadequate and the institution does not fully ensure that elementary teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 116

Sum	Summary of Ratings							
1	Selective admissions	•	19	Cognitive psychology	NR			
2	Serious coursework		20	Classroom management				
3	Exit exams	$\bigcirc$	21	Special education				
4	Understanding diversity	NR	22	Preparation efficiency				
5	Learning standards		23	Course frequency				
6	English language learners		24	Graduate outcomes				
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$			
8	Integrating technology		26	Faculty expertise	$\bigcirc$			
10	Global perspective	NR	27	Broad subject preparation				
11	Training model	NR	28a	Reading instruction	$\bigcirc$			
12	Early field work		28b	Reading instruction	NA			
13	Full-time student teaching		29	Elementary math				
14	Aligned student teaching		30	Math methods				
15	Student teaching placements		31	Other methods				
16	Back-up degree		32	Middle school preparation				
17	Classroom assessments							

#### Selectivity

1. Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Southern Illinois University - Edwardsville is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its School of Education. Because the school's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution partially meets the standard because only a minority of the reviewed non-reading courses addressing teaching strategies contains one or more lectures or assignments on planning instruction that addresses the needs of English language learn

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.



8. Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.



Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

- This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take various courses covering global perspectives. Students are not REQUIRED to take foreign language courses. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctg.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Southern Illinois University - Edwardsville's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution only partly meets the standard because it only discourages but does not prohibit teacher candidates

from taking additional courses during the student teaching experience, allowing teacher candidates to less than fully dedicate themselves to the important task and challenge of apprentice teaching.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution only partly meets the standard because while it does assert its critical role in the selection of cooperating teachers, it does not ensure that principals are given guidelines to select cooperating teachers who have demonstrated the ability to both increase student learning and mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution does not fully meet this standard because the coursework required in the concentration is less than a major, meaning that an additional semester's work would be necessary to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard because it does not address standardized testing in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 75 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted
	to the grade levels at which the candidate intends to teach.

•

Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 46 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.

#### **Program Evaluation**

24. Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

 $\bigcirc$ 

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in foundations of education and methods.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution only partially meets this standard because neither the institution nor its teacher preparation program appears to ensure sufficient coverage in the world/American literature and world history content elementary teachers need. We note course requirements in other essential content areas, including children's literature, writing, American history and science.

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified three required textbooks that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

NA

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

Because we could not find adequate evidence of effective reading instruction being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not fully meet this standard because it simply does not require a sufficient number of courses to allow for adequate coverage of the essential topics.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

•

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets this standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.



# **Southern Illinois University - Edwardsville**

Edwardsville, Illinois

#### 2010 UNDERGRADUATE SPECIAL EDUCATION Teacher Preparation Program Design

C

Commendably, this program provides strong preparation in reading and relatively strong preparation in mathematics. However, it only partially ensures that teacher candidates receive the liberal arts education needed to assist in teaching the Illinois K-9 curriculum and it does not play the pivotal role it should in the selection of cooperating teachers for student teachers . Special Education Teacher Production (2009): 109

#### **Summary of Ratings**

1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams	$\bigcirc$	22	Preparation efficiency	
4	Understanding diversity	NR	23	Course frequency	
7	Education issues	NR	24	Graduate outcomes	
9	Assistive technology		25	Graduates' effectiveness	$\bigcirc$
10	Global perspective	NR	26	Faculty expertise	$\bigcirc$
11	Training model	NR	35	Broad subject preparation	
12	Early field work		36a	Reading instruction	$\Diamond$
13	Full-time student teaching		36b	Reading instruction	NA
14	Aligned student teaching		37	Elementary math	
15	Student teaching placements		38	Special education pedagogy	NR
18	Special education assessment		39	Teacher production	NR

#### Selectivity

1. Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Southern Illinois University - Edwardsville is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its School of Education. Because the school's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution possily mostly master this standard because all but a small portion of assignments reflect a seriousness of

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 6. This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.



- 8. This standard pertains to instruction on the use of technology. It was not evaluated because we evaluated special education programs on instruction on the use of assistive technology (see Standard 9).
- 9. Assistive technology. *The institution ensures that special education teacher candidates are adequately prepared on the uses of assistive technologies.*

Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities.

The institution meets this standard because teacher candidates are introduced to the appropriate use of assistive technologies for students with special needs.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take various courses covering global perspectives. Students are not REQUIRED to take foreign language courses. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Southern Illinois University - Edwardsville's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution only partly meets the standard because it only discourages but does not prohibit teacher candidates from taking additional courses during the student teaching experience, allowing teacher candidates to less than fully dedicate themselves to the important task and challenge of apprentice teaching.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution only partly meets the standard because while it does assert its critical role in the selection of cooperating teachers, it does not ensure that principals are given guidelines to select cooperating teachers who have demonstrated the ability to both increase student learning and mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to special education teacher preparation.

#### **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. *The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.*



Assessment data is essential to writing educational goals for students with special needs and monitoring their progress. The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 75 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the grade levels at which the candidates intend to teach.



21.	This standard pertains to the preparation of general classroom teachers on the foundations of special education. It is not evaluated because it is not relevant to the preparation of special education teachers.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 54 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Pro	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.	
Faci	ılty	
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	0
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in foundations of education and methods.	
27-3	4. These standards pertain to the preparation of elementary and secondary teachers. They were not evaluated because they are not relevant to special education teacher preparation.	
Rating	s:  Strong design  Meets standard  Nearly meets standard  Partly meets standard  Meets a small part of standard  Fails to meet standard  Partly meets standard  MR Not rated	

#### **Preparation Specific to Special Education Teachers**

# 35. Broad subject preparation. *The institution ensures that special education teacher candidates receive a broad liberal arts education.*

•

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution only partially meets this standard because neither the institution nor its teacher preparation program appears to ensure sufficient coverage in the world/American literature, children's literature, world history and art history content special education teachers need. We note course requirements in other essential content areas, including writing, American history, world cultures, music history and science.

# 36a. Reading instruction. *The institution prepares special education teacher candidates in the essential components of effective reading instruction.*



All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the research-based strategies shown to dramatically reduce the number of children needing remediation in reading.

The institution meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. All required textbooks address effective reading instruction.

# 36b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.*

NA

. All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The standard does not apply to only one reading course.

# 37. Elementary math. *The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers.*



Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics. The institution does not fully meet this standard because it simply does not require a sufficient number of courses to allow for adequate coverage of the essential topics.

# 38. Special education pedagogy. *The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.*

NR

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).



39. Teacher production. The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

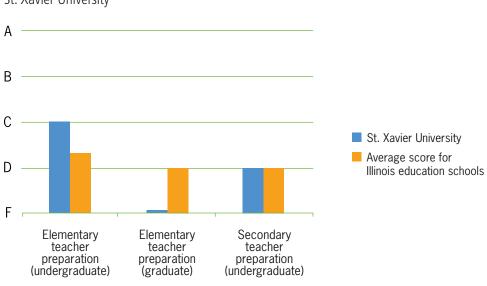
Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related to this standard for Southern Illinois University - Edwardsville's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).

# St. Xavier University School of Education

Chicago, Illinois

Elementary Teacher Preparation (Undergraduate)	C
Elementary Teacher Preparation (Graduate)	F
Secondary Teacher Preparation (Graduate)	D

# **Program Grades** St. Xavier University



<b>Total Teacher Production</b> (2009):	Medium Producer	155
Early Childhood (Undergraduate):		7
Elementary (Undergraduate):		55
Secondary (Undergraduate):		38
Special Education (Undergraduate):		1
Elementary (Graduate):		3
Special Education (Graduate):		51
Data provided by the Illinois State Board of Education		

<b>Education School Accreditation:</b>		NCATE ✓	TEAC	None				
Under	gradua	nte Tuition: \$\$\$\$	Grad	uate Tuitior	n: \$\$			
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999	\$\$\$\$ \$\$\$\$\$	\$20,000 - \$2 \$25,000 - \$2	,	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000	



# St. Xavier University

Chicago, Illinois

## 2010 GRADUATE ELEMENTARY Teacher Preparation Program Design

F

This program's design is in serious need of improvement. Specifically, reading preparation is only partially adequate, mathematics preparation is extremely inadequate, and the institution fails to ensure that teacher candidates receive

shou	liberal arts education that best equips the uld play a more pivotal role in the selection duction (2009): 4						
Sun	nmary of Ratings						
1	Selective admissions	$\circ$	20	Classroom management	•		
2	Serious coursework		21	Special education			
3	Exit exams	$\bigcirc$	22	Preparation efficiency	•		
4	Understanding diversity	NR	23	Course frequency			
5	Learning standards		24	Graduate outcomes	•		
6	English language learners		25	Graduates' effectiveness	$\bigcirc$		
7	Education issues	NA	26	Faculty expertise	$\bigcirc$		
8	Integrating technology		27	Broad subject preparation	$\bigcirc$		
11	Training model	NR	28a	Reading instruction			
12	Early field work		28b	Reading instruction	$\bigcirc$		
13	Full-time student teaching		29	Elementary math	$\bigcirc$		
14	Aligned student teaching		30	Math methods			
15	Student teaching placements		31	Other methods			
17	Classroom assessments		32	Middle school preparation	?		
19	Cognitive psychology	NR					
Sele	ectivity						
1.	Selective admissions. The institution as determined by objective measures graduate programs.			5	0		
	The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.  The department/college/education school fails to meet this standard. It relies only on the state's requirement that applicants must pass a basic skills test, failing to ensure that only those candidates who are at or above the 50th						

Ratings: 🗙 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕦 Partly meets standard 🕦 Meets a small part of standard

percentile of the college-going population are admitted. Consequently, its applicants may not be able to meet the

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

 $\subset$ 

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution fails to meet the standard because none of the reviewed non-reading courses addressing teaching strategies contains any assignments or lectures on planning instruction that addresses the needs of English language learners.



7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NA

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of St. Xavier University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 33 percent of one course.

20. Classroom management. *The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.* 



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.



21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.						
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.						
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.						
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 25 hours of professional coursework (not including student teaching).						
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.						
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.						
Prog	gram Evaluation						
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.						
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects regarding its graduates' retention rates and job performance.						
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.						
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.						
Facı	ulty						
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.						
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in foundations of education and methods.						

Ratings: 🗙 Strong design • Meets standard • Nearly meets standard • Partly meets standard • Meets a small part of standard

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

## **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world / American literature, world history, world cultures, art history, music history and science).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 

The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers three of the five of the components of effective reading instruction (fluency, vocabulary, comprehension strategies), but does not address phonemic awareness and phonics. We identified one required textbook that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution does not meet the standard because only one of three required courses covers one or more components of effective reading instruction.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 

 $\bigcirc$ 

Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.

30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution only partially meets the standard because the amount of required coursework specifically addressing teaching strategies in social studies, language arts/writing and science is insufficient.



32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 

?

Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. *Despite repeated requests, complete information for this standard could not be determined.* 

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





## St. Xavier University

Chicago, Illinois

**Summary of Ratings** 

Early field work

Full-time student teaching

Aligned student teaching

### 2010 GRADUATE SECONDARY Teacher Preparation Program Design

D

The design of this program does not ensure adequate subject area preparation for secondary teacher candidates in the sciences and social sciences. As noted in a rating comment, while flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher candidate preparation in these areas, it is still incumbent upon the institution to require that its graduates take sufficient coursework in enough subject areas to achieve some minimal level of competence. In addition, the institution does not play the pivotal role it should in the selection of the cooperating teacher for student teachers. Secondary Teacher Production (2009): 1

	, ,				
1	Selective admissions	$\circ$	15	Student teaching placements	$\circ$
2	Serious coursework		17	Classroom assessments	
3	Exit exams		19	Cognitive psychology	NR
4	Understanding diversity	NR	20	Classroom management	
5	Learning standards	NR	21	Special education	
6	English language learners	NR	22	Preparation efficiency	
7	Education issues	NR	23	Course frequency	
8	Integrating technology	NR	24	Graduate outcomes	
11	Training model	NR	25	Graduates' effectiveness	$\bigcirc$

26

33

34

Faculty expertise

Secondary methods

High school preparation

#### Selectivity

12

13

14

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs. С

The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

The department/college/education school fails to meet this standard. It relies only on the state's requirement that applicants must pass a basic skills test, failing to ensure that only those candidates who are at or above the 50th percentile of the college-going population are admitted. Consequently, its applicants may not be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

While we acknowledge that flawed state regulation explains the prevalence of poorly designed secondary programs across Illinois, the institution only partly meets this standard. When state regulations are demonstrably inadequate, It is incumbent upon the institution to exceed inadequate state standards in science and social science by requiring candidates to pass appropriate exit assessments in each subject and it does not do so.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.

NR

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.

NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.



7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

NR

Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of St. Xavier University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to secondary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 90 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the secondary grade levels at which the candidates intend to teach.



<u>.</u>	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.  All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special	
	of instructional strategies for students with high-incidence disabilities.	
	education instruction, it does not target the coursework to the candidates' relevant grade levels.	
	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	
r	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 22 hours of professional coursework (not including student teaching).	
	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Progr	ram Evaluation	
	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects regarding its graduates' retention rates and job performance.	
(	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
r	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.	
Facul	ty	
	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	0
•	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in foundations of education and methods.	
27-32	. These standards pertain to preparation of elementary teachers. They were not evaluated because they are not relevant to secondary teacher preparation.	

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

#### **Preparation Specific to Secondary Teachers**

33. High school preparation. *The institution requires an academic major of its high school teacher candidates that is equivalent in rigor to that of non-education majors.* 



All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

While most of the course requirements in the certification areas for secondary teachers appear to be sound, the institution only partly meets the standard because of inadequate requirements for the undergraduate preparation of secondary teacher candidates in science and social studies. Acknowledging that flawed state regulations are the principal culprit across the state, including here, it is still incumbent upon the institution to require that its graduates take enough coursework in these broad subject areas to achieve some minimal level of competence.

34. Secondary methods. *The institution provides appropriate preparation for secondary teacher candidates in content area methods.* 



Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.

The institution fully meets the standard because it requires methods courses specific to subject areas for all secondary teacher candidates.

35-39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.



## St. Xavier University

Chicago, Illinois

### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

C

While strong mathematics preparation enhances the design of this preparation program for elementary teachers, other critical elements are in need of improvement. Specifically, preparation in reading is only partially adequate, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 81

Sum	mary of Ratings				
1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams		21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	
5	Learning standards		23	Course frequency	
6	English language learners		24	Graduate outcomes	
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	$\bigcirc$
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	
12	Early field work		28b	Reading instruction	
13	Full-time student teaching		29	Elementary math	
14	Aligned student teaching		30	Math methods	
15	Student teaching placements		31	Other methods	
16	Back-up degree		32	Middle school preparation	
17	Classroom assessments				

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because St. Xavier University is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its School of Education. While the college's requirements commendably exceed the state's requirement (that all applicants to teacher preparation must pass a basic skills test), it still does not fully meet the standard because its entrance criteria result in candidates being admitted who fall below the 50th percentile of the college-going population and who are unlikely to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution fails to meet the standard because none of the reviewed non-reading courses addressing teaching strategies contains any assignments or lectures on planning instruction that addresses the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.



8. Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.



Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

NR

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take a world geography course, and 6 hours of foreign language are required. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctg.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of St. Xavier

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.

University's placement practices with those of education schools in its vicinity.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution partially meets this standard because its elementary teacher candidates may graduate on time with a degree entailing a liberal studies major if they are unsuccessful at student teaching or withdraw from teacher preparation at it later stages.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 25 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.	•
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution only partially meets this standard. While the coursework is appropriately targeted to the elementary grade levels at which the candidates intend to teach, it is too disparate, spread out over threecourses.	
21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.	•
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 30 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Pro	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects regarding its graduates' retention rates and job performance.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.	

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in foundations of education and methods.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, world history, art history and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 

The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers three of the five of the components of effective reading instruction (fluency, vocabulary, comprehension strategies), but does not address phonemic awareness and phonics. We identified two required textbooks that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution does not meet the standard because only one of three required courses covers one or more components of effective reading instruction.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution meets this standard because it requires a sufficient number of mathematics content courses and has designed these courses appropriately to cover the necessary topics.

30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.



31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 

•

Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.



# **Teach For America**

Chicago, Illinois

For this "independent provider" that recruits but does not fully train teachers, we provide a narrative evaluation but not ratings. Teach for America provides only a small portion of the preparation for those enrolled in its program. Traditional education schools provide the larger share by enrolling individuals in coursework required after program graduation. Given this unique design, our conventional evaluation approach could not be taken. Instead, we applied as many of our 39 standards as were relevant and indicated the strengths and weaknesses of the program rather than ratings.

**Graduate Production** (all programs): **680** 

# **The New Teaching Project**

## **Chicago Teaching Fellows**

Chicago, Illinois

For this "independent provider" that recruits but does not fully train teachers, we provide a narrative evaluation but not ratings. The Chicago Teaching Fellows program of The New Teaching Project provides only a small portion of the preparation for those enrolled in its program. Traditional education schools provide the larger share by enrolling individuals in coursework required after program graduation. Given this unique design, our conventional evaluation approach could not be taken. Instead, we applied as many of our 39 standards as were relevant and indicated the strengths and weaknesses of the program rather than ratings.

Total Teacher Production (2009):	83
Elementary (Graduate):	16
Secondary (Graduate):	15
Special Education (Graduate):	42

# The University of Chicago Urban Teacher Education Program

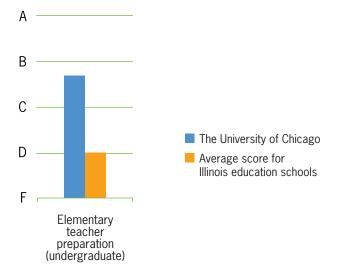
Chicago, Illinois

**Elementary Teacher Preparation** (Graduate)

B-

## **Program Grades**

The University of Chicago



<b>Total Teacher Production</b> (2009):	<b>Very Low Producer</b>	15

Elementary (Graduate): 15

Data provided by the Illinois State Board of Education

<b>Education School Specialized Accreditation:</b>	NCATE	TEAC	None ✓	Illinois State Accreditation 🗸
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Undergraduate Tuition: NA			Grad	uate Tuition: \$\$\$\$\$\$\$		
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999		\$20,000 - \$24,999 \$25,000 - \$29,999	 \$30,000 - \$34,999 \$35,000 - \$50,000	



# The University of Chicago

Chicago, Illinois

### 2010 GRADUATE ELEMENTARY Teacher Preparation Program Design

В

This program's design is enhanced by its coverage of issues relevant to teaching in 21st century classrooms and its strong practice teaching and professional coursework. Nonetheless, its capable elementary teacher candidates will be even more effective teachers with 1) more adequate non-clinical reading preparation, 2) measures taken to ensure that their understanding of elementary mathematics is adequate, and 3) specificity with regard to requirements for the content coursework that will best equip them to teach the Illinois K-9 curriculum. Elementary teacher production (2009): 12

Summary	of	Ratin	as
Janinia y	•	- Na ciii	43

	, ,				
1	Selective admissions	•	20	Classroom management	•
2	Serious coursework		21	Special education	•
3	Exit exams		22	Preparation efficiency	•
4	Understanding diversity	NR	23	Course frequency	•
5	Learning standards		24	Graduate outcomes	•
6	English language learners		25	Graduates' effectiveness	$\stackrel{\bigstar}{\frown}$
7	Education issues	NA	26	Faculty expertise	•
8	Integrating technology		27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	$\bigcirc$
12	Early field work		28b	Reading instruction	$\bigcirc$
13	Full-time student teaching		29	Elementary math	
14	Aligned student teaching		30	Math methods	•
15	Student teaching placements	$\Rightarrow$	31	Other methods	•
17	Classroom assessments		32	Middle school preparation	
19	Cognitive psychology	NR			

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

The institution fully meets the standard because the program employs an undergraduate admission test designed to admit only those applicants scoring at or above the 50th percentile of the college-going population, thereby ensuring that teacher candidates can meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom.

The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because most of the reviewed non-reading courses assessing teaching strategies have one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.



7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NA

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of The University of Chicago's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution fully meets the standard for having asserted its critical role in the selection of cooperating teachers, ensuring that they have demonstrated the ability to both increase student learning and mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard. While it provides coverage of key topics, its coverage is likely disjointed because it is spread out among three courses.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 75 percent of one course.

20. Classroom management. *The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.* 



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.



21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is at an acceptable level. The program requires 51 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.

#### **Program Evaluation**

24. Graduate outcomes. *The institution tracks graduate outcomes such as employment and retention.* 



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding the academic performance of its graduates' students.

#### Faculty

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

Broad subject preparation. The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

This institution provides strong guidance to ensure that its graduates have prepared themselves for the classroom by taking coursework in a broad array of disciplines. However, the institution does not meet this standard simply because the teacher preparation program recommends, rather than requires, coursework that ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, American history, world history, world geography, art history, music history and science).

28a. Reading instruction. The institution prepares elementary teacher candidates in the essential components of effective reading instruction.

The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified six required textbooks that did not support effective reading instruction.

28b. Reading instruction. The institution ensures that all coursework adheres to the essential components of effective reading instruction.

All of an institution's required reading courses – not just some courses – should impart the research-based content that is necessary for teaching all children to read.

The institution does not meet the standard because only one of three required courses covers one or more components of effective reading instruction.

29. Elementary math. The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.

Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution only partly meets this standard because the design of existing coursework does not constitute systematic instruction. Its design presumes that the institution's teacher candidates possess a deep conceptual understanding of elementary mathematics that makes such instruction unnecessary. Our numerous suggestions of the means by which the institution could demonstrate that its candidates possess this requisite level of understanding were not accepted by the institution.

30. Math methods. The institution provides appropriate preparation in elementary mathematics methods.



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.



31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 

Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.



# Trinity Christian College Education Unit

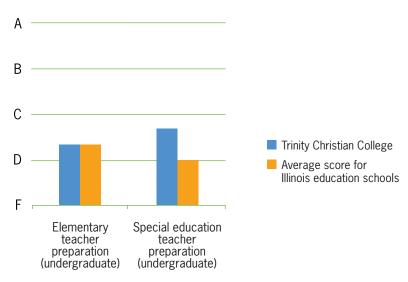
Palos Heights, Illinois

**Elementary Teacher Preparation** (Undergraduate) Special Education Teacher Preparation (Undergraduate)

D+ C-

# **Program Grades**

Trinity Christian College



	_	
Total Teacher Production (2009):	Low Producer	138
Elementary (Undergraduate):		86
Secondary (Undergraduate):		19
Special Education (Undergraduate):		33
Data provided by the Illinois State Board of Education		

<b>Education School Specialized Accreditation: NCATE</b>				TEAC ✓ None	Illino	is State Accreditation 🗸
Under	gradua	ate Tuition: \$\$\$\$	Graduate T	uition: NA		
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999	1111	00 – \$24,999 00 – \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000



# **Trinity Christian College**

Palos Heights, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

D+

While its overall design has numerous weaknesses, including the fact that the institution does not play the pivotal role it should in the selection of cooperating teachers for student teachers, we commend this program's relatively strong reading and mathematics preparation and its dedication to ensuring that elementary teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 75

Sumi	mary of Ratings				
1	Selective admissions		19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	•
3	Exit exams		21	Special education	•
4	Understanding diversity	NR	22	Preparation efficiency	•
5	Learning standards		23	Course frequency	•
6	English language learners		24	Graduate outcomes	•
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	$\bigcirc$
10	Global perspective	NR	27	Broad subject preparation	$\Diamond$
11	Training model	NR	28a	Reading instruction	
12	Early field work		28b	Reading instruction	NA
13	Full-time student teaching		29	Elementary math	
14	Aligned student teaching		30	Math methods	•
15	Student teaching placements	$\bigcirc$	31	Other methods	
16	Back-up degree	$\bigcirc$	32	Middle school preparation	•
17	Classroom assessments	•			

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Trinity Christian College is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Education Unit. Because the unit's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution partially meets the standard because only one of the reviewed non-reading courses addressing teaching strategies requires one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

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10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates are required to complete 6 hours of cross-cultural studies, but there is no foreign language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Trinity Christian College's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

#### 14. Aligned student teaching. The institution designs student teaching to have a local experience of sufficient length.

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert* cooperating teachers from its partner schools.

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.

Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful. The institution fails to meet this standard because a non-education concentration is not required of candidates, meaning that a teacher candidate would face at least a year's work to graduate under an alternative degree.

#### Professional Training



17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.

Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive. The institution does not fully meet the standard because it does not address standardized testing in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.	•					
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution only partially meets this standard. While the coursework is appropriately targeted to the elementary grade levels at which the candidates intend to teach, it is too disparate, spread out over three courses.						
21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.						
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.						
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.						
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 35 hours of professional coursework (not including student teaching).						
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•					
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.						
Pro	gram Evaluation						
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•					
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.						
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0					
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.	_					

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard Inal rating NA Not applicable NR Not rated

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does

not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. *The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.* 

 $\subset$ 

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in methods and educational psychology.

#### Preparation Specific to Elementary Teacher Candidates

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution meets this standard because required coursework ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, American history, world history, world cultures, art history, music history and science).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers four of the five of the components of effective reading instruction (phonemic awareness, phonics, vocabulary, and comprehension strategies), but does not address fluency. Although this program addresses effective reading instruction, we identified two textbooks that did not support this instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

NΑ

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The standard does not apply to only one reading course.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution does not fully meet this standard because it simply does not require a sufficient number of courses to allow for adequate coverage of the essential topics.

30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for elementary mathematics does not address the topic in sufficient depth.



31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 

•

Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





## **Trinity Christian College**

Palos Heights, Illinois

#### 2010 UNDERGRADUATE SPECIAL EDUCATION Teacher Preparation Program Design

C-

Commendably, this institution provides nearly adequate preparation in reading and mathematics and has solid general professional coursework. However, it only partially ensures that teacher candidates receive the liberal arts education needed to assist in teaching the Illinois K-9 curriculum and it does not play the pivotal role it should in the selection of cooperating teachers for student teachers. Special Education Teacher Production (2009): 25

#### **Summary of Ratings**

1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	•
3	Exit exams	$\bigcirc$	22	Preparation efficiency	
4	Understanding diversity	NR	23	Course frequency	
7	Education issues	NR	24	Graduate outcomes	
9	Assistive technology		25	Graduates' effectiveness	$\bigcirc$
10	Global perspective	NR	26	Faculty expertise	$\bigcirc$
11	Training model	NR	35	Broad subject preparation	
12	Early field work		36a	Reading instruction	
13	Full-time student teaching		36b	Reading instruction	
14	Aligned student teaching		37	Elementary math	
15	Student teaching placements		38	Special education pedagogy	NR
18	Special education assessment		39	Teacher production	NR

#### Selectivity

1. Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Trinity Christian College is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Education Unit. Because the unit's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 6. This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that three courses include coverage of education policy challenges.



- 8. This standard pertains to instruction on the use of technology. It was not evaluated because we evaluated special education programs on instruction on the use of assistive technology (see Standard 9).
- 9. Assistive technology. *The institution ensures that special education teacher candidates are adequately prepared on the uses of assistive technologies.*

Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities

The institution meets this standard because teacher candidates are introduced to the appropriate use of assistive technologies for students with special needs.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates are required to complete 6 hours of cross-cultural studies, but there is no foreign language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Trinity Christian College's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to special education teacher preparation.

#### **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. *The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.*



Assessment data is essential to writing educational goals for students with special needs and monitoring their progress. The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the special education grade levels at which the candidates intend to teach.



21.	This standard pertains to the preparation of general classroom teachers on the foundations of special education. It is not evaluated because it is not relevant to the preparation of special education teachers.
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 47 hours of professional coursework (not including student teaching).
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.
Prog	gram Evaluation
24.	Graduate outcomes. <i>The institution tracks graduate outcomes such as employment and retention.</i>
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.
Faci	ulty
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution fails to meet the standard because it does not appear to respect the scholarship of its faculty, assigning instructors to teach coursework in disparate fields of study, such as courses in methods and educational psychology.
27-3	34. These standards pertain to the preparation of elementary and secondary teachers. They were not evaluated because they are not relevant to special education teacher preparation.
	· · · · · · · · · · · · · · · · · · ·

Ratings: 🗙 Strong design 🌑 Meets standard 🗨 Nearly meets standard 🕦 Partly meets standard 🕦 Meets a small part of standard

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

not support this instruction.

#### **Preparation Specific to Special Education Teachers**

## 35. Broad subject preparation. *The institution ensures that special education teacher candidates receive a broad liberal arts education.*

•

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution only partially meets this standard because neither the institution nor its teacher preparation program appears to ensure sufficient coverage in the American history, world cultures, music history and art history content special education teachers need. We note course requirements in other essential content areas, including world/American literature, writing, children's literature, world history and science.

# 36a. Reading instruction. *The institution prepares special education teacher candidates in the essential components of effective reading instruction.*



All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the research-based strategies shown to dramatically reduce the number of children needing remediation in reading.

The institution does not fully meet the standard because its coursework covers four of the five of the components of effective reading instruction (phonemic awareness, phonics, vocabulary, and comprehension strategies), but does not address fluency. Although this program addresses effective reading instruction, we identified two textbooks that did

36b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



. All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution meets the standard because both required courses cover one or more components of effective reading instruction.

# 37. Elementary math. *The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers.*



Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics. The institution does not fully meet this standard because it simply does not require a sufficient number of courses to allow for adequate coverage of the essential topics.

38. Special education pedagogy. *The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.* 

NR

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).



39. Teacher production. The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related to this standard for Trinity Christian College's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).

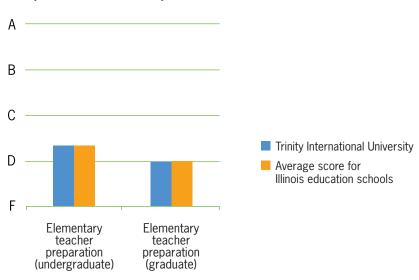
# Trinity International University School of Education

Deerfield, Illinois

**Elementary Teacher Preparation** (Undergraduate) D+ Elementary Teacher Preparation (Graduate) D

#### **Program Grades**

Trinity International University



Total Teacher Production (2009):	Low Producer	74
Elementary (Undergraduate):		45
Secondary (Undergraduate):		23
Special Education (Undergraduate):		6
Data provided by the Illinois State Board of Education		

Educa	tion Sc	chool Specialized Accre	ditation: NCATE	TEAC No	ne 🗸   Illinoi	s State Accreditation	/
Under	gradua	ate Tuition: \$\$\$\$	Graduate T	uition: \$\$			
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999		00 – \$24,999 00 – \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000	



## **Trinity International University**

Deerfield, Illinois

#### 2010 GRADUATE ELEMENTARY Teacher Preparation Program Design

D

While the design of this program is enhanced by its selectivity, other elements are in need of improvement. Specifically, preparation in reading and mathematics are extremely inadequate, the institution does not play the pivotal role it should in the selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): Not Available

Sum	mary of Ratings				
1	Selective admissions	•	20	Classroom management	•
2	Serious coursework		21	Special education	•
3	Exit exams		22	Preparation efficiency	•
4	Understanding diversity	NR	23	Course frequency	•
5	Learning standards		24	Graduate outcomes	•
6	English language learners		25	Graduates' effectiveness	$\bigcirc$
7	Education issues	NA	26	Faculty expertise	•
8	Integrating technology		27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	$\bigcirc$
12	Early field work		28b	Reading instruction	NA
13	Full-time student teaching		29	Elementary math	$\bigcirc$
14	Aligned student teaching		30	Math methods	$\bigcirc$
15	Student teaching placements		31	Other methods	$\bigcirc$
17	Classroom assessments		32	Middle school preparation	
19	Cognitive psychology	?			

#### Selectivity

1. Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

The institution nearly meets the standard. Its education school's requirements commendably exceed the state's requirement that all applicants to teacher preparation programs must pass a basic skills test by instead requiring that all applicants take a more appropriate test for admission to a graduate program. However, since its cut-score is below the 50th percentile of the college-going population, its entrance criteria will result in candidates who are unlikely to meet the academic demands of teaching.

Ratings:	★ Strong design	Meets standard	Nearly meets stan	dard	ts standard	Meets a small part o	f standard
	Fails to meet sta	indard ? Data insuf	ficient for a final rating	<b>NA</b> Not applicable	NR Not rate	ed	

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

•

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution partly meets this standard because only a moderate portion of assignments do not reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

 $\subset$ 

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution fails to meet the standard because none of the reviewed non-reading courses addressing teaching strategies contains any assignments or lectures on planning instruction that addresses the needs of English language learners.



7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NA

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution partially meets the standard because only one of the reviewed courses addressing teaching strategies requires one or more assignments that teacher candidates plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Trinity International University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. The institution designs student teaching to have a local experience of sufficient length.

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution does not meet the standard because, although it is of sufficient length and aligned with the instructional expectations teacher candidates will experience as licensed Illinois teachers, one of the student teaching experiences offered does not have the potential to be well-aligned with the design of the preparation program.

15. Student teaching placements. *The institution carefully screens and qualifies expert* cooperating teachers from its partner schools.

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive. The institution only partially meets the standard because it does not address standardized testing and applying data to improve instruction in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key* principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that we could not determine the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.



21.	Special education. The institution provides an orientation to special education targeted to the
	grade levels at which the candidate intends to teach.

All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.

22. Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching. The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 26 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.

#### **Program Evaluation**

24. Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

#### Faculty

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.



Ratings: 🙀 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕕 Partly meets standard 🕛 Meets a small part of standard

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

#### **Preparation Specific to Elementary Teacher Candidates** Broad subject preparation. The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades. Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history. Because the institution's transcript review requirements were unclear, we assumed that the standards for its incoming graduate students are identical to the analogous program at the undergraduate level. The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, American history, world history, world geography, art history, and music history). 28a. Reading instruction. The institution prepares elementary teacher candidates in the essential components of effective reading instruction. The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks. Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified one required textbook that did not support effective reading instruction. NA 28b. Reading instruction. The institution ensures that all coursework adheres to the essential components of effective reading instruction. All of an institution's required reading courses – not just some courses – should impart the research-based content that is necessary for teaching all children to read. The standard does not apply to only one reading course. 29. Elementary math. The institution provides adequate preparation in the specific mathematics content needed by elementary teachers. Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics. Math methods. The institution provides appropriate preparation in elementary mathematics methods. Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fails to meet the standard because the course designed to address teaching strategies for elementary mathematics is wholly inadequate, covering too many other topics. 31. Other methods. The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing. Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution fails to meets the standard because it requires little or no coursework specifically addressing teaching

strategies in social studies, language arts/writing and science.



32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





## **Trinity International University**

Deerfield, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

D+

The preparation provided by this program is in need of improvement. Specifically, there is very inadequate reading preparation, extremely inadequate mathematics preparation, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 30

Sumr	nary of Ratings				
1	Selective admissions		19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams	$\bigcirc$	21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	
5	Learning standards		23	Course frequency	
6	English language learners		24	Graduate outcomes	
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$
11	Training model	NR	28a	Reading instruction	
12	Early field work		28b	Reading instruction	$\bigcirc$
13	Full-time student teaching		29	Elementary math	$\bigcirc$
14	Aligned student teaching	$\bigcirc$	30	Math methods	
15	Student teaching placements	$\bigcirc$	31	Other methods	
16	Back-up degree		32	Middle school preparation	
17	Classroom assessments	•			

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

While Trinity International is only rated as "selective" in its admissions by U.S. News and World Report, the institution does require a minimum ACT score that ensures that all applicants for admission to the School of Education exceed the state's requirement that all applicants to teacher preparation must pass a basic skills test. However, it still does not fully meet the standard because its entrance criteria result in candidates being admitted who fall below the 50th percentile of the college-going population and who are unlikely to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets only a small part of this standard because a large portion of assignments do not reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution partially meets the standard because only one of the reviewed non-reading courses addressing teaching strategies requires one or more assignments requiring that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

•

Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution partially meets the standard because only one of the reviewed courses addressing teaching strategies requires one or more assignments that teacher candidates plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take World Civilizations I or II, and there is a foreign language competency requirement (determined by test for placement, or 2 years of high school study). Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### Practice Teaching

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Trinity

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 

International University's placement practices with those of education schools in its vicinity.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 

aching as the

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution does not meet the standard because, although it is of sufficient length and aligned with the instructional expectations teacher candidates will experience as licensed Illinois teachers, one of the student teaching experiences offered does not have the potential to be well-aligned with the design of the preparation program.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

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The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution fully meets this standard because all of its elementary teacher candidates are required to complete a substantial concentration in a single, non-education subject, meaning that less than an additional semester's work would be necessary to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution only partially meets the standard because it does not address preparing classroom assessments and applying assessments to improve instruction in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the institution unfortunately presents pseudo-science as cognitive science in child development coursework. Also, the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is less than fifty percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted
	to the grade levels at which the candidate intends to teach.

•

Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 37 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. *The institution fully meets this standard because it offers all required courses each year.* 

#### **Program Evaluation**

24. Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 

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Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, world cultures, art history and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers two of the five of the components of effective reading instruction (vocabulary and comprehension), but does not address phonemic awareness, phonics, and fluency. We identified two required textbooks that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

 $\bigcirc$ 

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution does not meet the standard because only one of two required courses covers one or more components of effective reading instruction.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 

 $\bigcirc$ 

Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for elementary mathematics does not address the topic in sufficient depth.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.

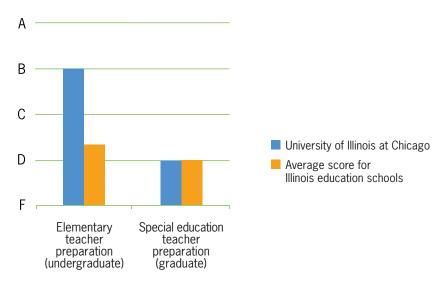


# University of Illinois at Chicago College of Education

Chicago, Illinois

**Elementary Teacher Preparation** (Undergraduate) В Special Education Teacher Preparation (Graduate) D

**Program Grades**University of Illinois at Chicago



<b>Total Teacher Production</b> (2009):	Medium Producer	238
Elementary (Undergraduate):		50
Secondary (Undergraduate):		70
Special Education (Undergraduate):		17
Early Childhood (Graduate):		10
Elementary (Graduate):		34
Secondary (Graduate):		27
Special Education (Graduate):		30
Data provided by the Illinois State Board of Education		

Educa	tion Scl	hool Specialized Accre	ditation: NC	ATE TEAC	None ✓   Illino	is State Accreditation 🗸
Under	gradua	te Tuition: \$\$	Gradu	ate Tuition: \$		
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999		\$20,000 - \$24,999 \$25,000 - \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000



D

## University of Illinois at Chicago

Chicago, Illinois

#### While strong practice teaching and reading preparation enhance the design of this program, other critical elements are in need of improvement. Specifically, there is extremely inadequate mathematics preparation and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to assist in teaching the Illinois K-9 curriculum. Special Education Teacher Production (2009): 48 **Summary of Ratings** 20 1 Selective admissions Classroom management 2 Serious coursework 22 Preparation efficiency 3 23 Exit exams Course frequency 4 **Understanding diversity** NR 24 Graduate outcomes 7 NR 25 Graduates' effectiveness **Education issues** 9 Assistive technology 26 Faculty expertise 11 Training model NR 35 **Broad subject preparation** 12 Early field work 36a Reading instruction 13 Full-time student teaching 36b Reading instruction 14 Aligned student teaching 37 Elementary math 15 Student teaching placements 38 Special education pedagogy NR 18 Special education assessment 39 Teacher production NR 19 Cognitive psychology Selectivity

2010 GRADUATE SPECIAL EDUCATION Teacher Preparation Program Design

Selective admissions. The institution admits teacher candidates with strong academic records 1. as determined by objective measures used typically for admission to undergraduate or graduate programs.

The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

The college fails to meet this standard. It relies only on the state's requirement that applicants must pass a basic skills test, failing to ensure that only those candidates who are at or above the 50th percentile of the college-going population are admitted. Consequently, its applicants may not be able to meet the academic demands of teaching.

Serious coursework. The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

 $\bigcirc$ 

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 6. This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.

8. This standard pertains to instruction on the use of technology. It was not evaluated because we evaluated special education programs on instruction on the use of assistive technology (see Standard 9).



9.	Assistive technology. The institution ensures that special education teacher candidates are
	adequately prepared on the uses of assistive technologies.

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Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities.

The institution fails to meet this standard because coursework does not adequately introduce teacher candidates to the appropriate use of assistive technologies for students with special needs.

10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of University of Illinois at Chicago's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



NR

Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 

Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution fully meets the standard for having asserted its critical role in the selection of cooperating teachers, ensuring that they have demonstrated the ability to both increase student learning and mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

#### **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. *The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.*



Assessment data is essential to writing educational goals for students with special needs and monitoring their progress.

The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 75 percent of one course.

20. Classroom management. *The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.* 



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the special education grade levels at which the candidates intend to teach.

- 21. This standard pertains to the preparation of general classroom teachers on the foundations of special education. It is not evaluated because it is not relevant to the preparation of special education teachers.
- 22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.*



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 47 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. *The institution fully meets this standard because it offers all required courses each year.* 



#### **Program Evaluation**

24. Graduate outcomes. *The institution tracks graduate outcomes such as employment and retention.* 

The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects some data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.

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Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.

#### Faculty

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

27-34. These standards pertain to the preparation of elementary and secondary teachers. They were not evaluated because they are not relevant to special education teacher preparation.

#### **Preparation Specific to Special Education Teachers**

5. Broad subject preparation. *The institution ensures that special education teacher candidates receive a broad liberal arts education.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content early childhood/elementary teachers need (including world/American literature, children's literature, American history, world history, world geography, art history, music history and science).

36a. Reading instruction. *The institution prepares special education teacher candidates in the essential components of effective reading instruction.* 



All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the research-based strategies shown to dramatically reduce the number of children needing remediation in reading.

The institution fully meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. All required textbooks address effective reading instruction.

# 36b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.*

. All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution does not meet the standard because only one of two required courses covers one or more components of effective reading instruction.

## 37. Elementary math. *The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers.*

Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.

# 38. Special education pedagogy. *The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.*

NR

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).

# 39. Teacher production. The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related

to this standard for University of Illinois at Chicago's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).



## **University of Illinois at Chicago**

Chicago, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

В

Commendably, this institution provides strong practice teacher experiences. The program's design is enhanced by its university's selectivity, and its coverage of issues relevant to teaching in 21st century classrooms, professional coursework and strong mathematics preparation. However, other critical elements are in need of improvement. Specifically, preparation in reading is extremely inadequate, and the institution fails to ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 54

Summary of Ratings						
1	Selective admissions	•	19	Cognitive psychology	NR	
2	Serious coursework		20	Classroom management		
3	Exit exams	$\bigcirc$	21	Special education		
4	Understanding diversity	NR	22	Preparation efficiency		
5	Learning standards		23	Course frequency		
6	English language learners		24	Graduate outcomes		
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$	
8	Integrating technology		26	Faculty expertise		
10	Global perspective	NR	27	Broad subject preparation	$\bigcirc$	
11	Training model	NR	28a	Reading instruction	$\bigcirc$	
12	Early field work		28b	Reading instruction		
13	Full-time student teaching		29	Elementary math	$\Diamond$	
14	Aligned student teaching		30	Math methods		
15	Student teaching placements		31	Other methods		
16	Back-up degree		32	Middle school preparation		
17	Classroom assessments					

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

University of Illinois at Chicago's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

## **Preparation for the 21st Century Classroom**

4. Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. *The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.* 



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because one stand-alone non-reading course requires that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

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10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take various courses related to global perspectives. There is no foreign language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

## **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of University of Illinois at Chicago's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution fully meets the standard for having asserted its critical role in the selection of cooperating teachers, ensuring that they have demonstrated the ability to both increase student learning and mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful. The institution meets a small part of this standard because its elementary teacher candidates may graduate on time with a degree entailing an education major if they are unsuccessful at student teaching or withdraw from teacher preparation at it later stages.

## **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted
	to the grade levels at which the candidate intends to teach.

Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.

21. Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.

22. Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 45 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.

#### **Program Evaluation**

Graduate outcomes. The institution tracks graduate outcomes such as employment and



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects some data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.

Ratings: 🙀 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕕 Partly meets standard 🕛 Meets a small part of standard

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

## **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

## **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 

С

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, world history, world cultures, art history and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 

 $\bigcirc$ 

The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified two required textbooks that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution meets the standard because both required courses cover one or more components of effective reading instruction

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution meets this standard because it requires a sufficient number of mathematics content courses and has designed these courses appropriately to cover the necessary topics.

30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution only partially meets the standard because the course designed to address teaching strategies for elementary mathematics does not address the topic in sufficient depth.



31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 

•

Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution only partially meets the standard because all of the certification areas for middle school teachers are insufficiently rigorous in their design. The institution should not qualify middle school teachers without either a major in their certification area or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.



# **University of Illinois at Urbana-Champaign**

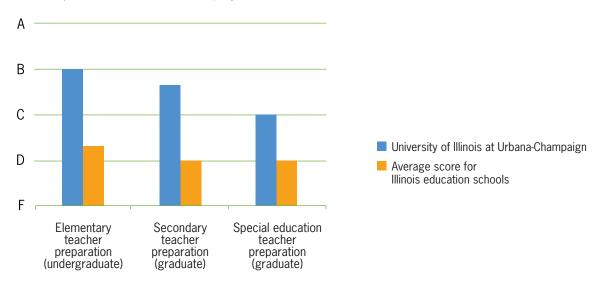
## College of Education

Champaign, Illinois

Elementary Teacher Preparation (Undergraduate)	В
Secondary Teacher Preparation (Graduate)	B-
Special Education Teacher Preparation (Graduate)	C-

## **Program Grades**

University of Illinois at Urbana-Champaign



<b>Total Teacher Production</b> (2009):	High Producer	453
Early Childhood (Undergraduate):		32
Elementary (Undergraduate):		126
Secondary (Undergraduate):		145
Special Education (Undergraduate):		127
Elementary (Graduate):		2
Secondary (Graduate):		9
Special Education (Graduate):		12
Data provided by the Illinois State Board of Education		

Educa	tion Sc	chool Specialized Accre	ditation: NCATE	TEAC N	None 🗸   Illinoi	is State Accreditation 🗸
Under	gradua	ate Tuition: \$\$	Graduate <sup>1</sup>	Tuition: \$		
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 - \$14,999 \$15,000 - \$19,999		000 — \$24,999 000 — \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000



## **University of Illinois at Urbana-Champaign**

Champaign, Illinois

## 2010 GRADUATE SECONDARY Teacher Preparation Program Design

B-

The design of this program is enhanced by its selectivity in admissions and by strong practice teaching. However, subject area preparation requirements for secondary teacher candidates in the sciences and social sciences are inadequate. As noted in a rating comment, while flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher candidate preparation in these areas, it is still incumbent upon the institution to require that its graduates take sufficient coursework in enough subject areas to achieve some minimal level of competence. Secondary Teacher Production (2009): 11

## **Summary of Ratings**

1	Selective admissions	•	15	Student teaching placements	•
2	Serious coursework		17	Classroom assessments	
3	Exit exams		19	Cognitive psychology	NR
4	Understanding diversity	NR	20	Classroom management	
5	Learning standards	NR	21	Special education	
6	English language learners	NR	22	Preparation efficiency	
7	Education issues	NR	23	Course frequency	
8	Integrating technology	NR	24	Graduate outcomes	
11	Training model	NR	25	Graduates' effectiveness	$\bigcirc$
12	Early field work		26	Faculty expertise	
13	Full-time student teaching		33	High school preparation	
14	Aligned student teaching		34	Secondary methods	

#### Selectivity

1. Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

The institution nearly meets the standard. The College of Education's requirements commendably exceed the state's requirement that all applicants must pass a basic skills test by instead requiring that all applicants take a more appropriate test for admission to a graduate program. However, since it does not specify the minimum score needed to pass the test, its entrance criteria are presumed to result in candidates being admitted who fall beloe the 50th pecentile of the college-going population and consequently are unlikely to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

While we acknowledge that flawed state regulation explains the prevalence of poorly designed secondary programs across Illinois, the institution only partly meets this standard. When state regulations are demonstrably inadequate, it is incumbent upon the institution to exceed inadequate state standards in science and social science by requiring candidates to pass appropriate exit assessments in each subject and it does not do so.

## **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.

NR

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.

NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.



## 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

NR

Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

## **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of University of Illinois at Urbana-Champaign's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution fully meets the standard for having asserted its critical role in the selection of cooperating teachers, ensuring that they have demonstrated the ability to both increase student learning and mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

## **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard because it does not address using data to improve instruction in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to secondary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 5 percent of one course.

20. Classroom management. *The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.* 



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution only partially meets this standard. While it has established a coherent design for instruction on classroom management, it is not targeted to the secondary grade levels at which the candidates intend to teach.



21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.	•
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 23 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Prog	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.	
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.	
Facı	ılty	
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.	•
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.	

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

## **Preparation Specific to Secondary Teachers**

33. High school preparation. *The institution requires an academic major of its high school teacher candidates that is equivalent in rigor to that of non-education majors.* 



All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

While most of the course requirements in the certification areas for secondary teachers appear to be sound, the institution only partly meets the standard because of inadequate requirements for the undergraduate preparation of secondary teacher candidates in science and social studies. Acknowledging that flawed state regulations are the principal culprit across the state, including here, it is still incumbent upon the institution to require that its graduates take enough coursework in these broad subject areas to achieve some minimal level of competence.

34. Secondary methods. *The institution provides appropriate preparation for secondary teacher candidates in content area methods.* 



Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.

The institution fully meets the standard because it requires methods courses specific to subject areas for all secondary teacher candidates.

35-39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.



## **University of Illinois at Urbana-Champaign**

Champaign, Illinois

## 2010 GRADUATE SPECIAL EDUCATION Teacher Preparation Program Design

C-

While strong practice teaching enhances the design of this program, there is extremely inadequate mathematics and reading preparation. We could not determine if the institution ensures that special education teacher candidates receive the liberal arts education that best equips them to assist in teaching the Illinois K-9 curriculum. Special Education Teacher Production (2009): 27

## **Summary of Ratings**

1	Selective admissions		20	Classroom management	
2	Serious coursework		22	Preparation efficiency	
3	Exit exams	$\bigcirc$	23	Course frequency	
4	Understanding diversity	NR	24	Graduate outcomes	
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
9	Assistive technology		26	Faculty expertise	•
11	Training model	NR	35	Broad subject preparation	?
12	Early field work		36a	Reading instruction	
13	Full-time student teaching		36b	Reading instruction	NA
14	Aligned student teaching		37	Elementary math	
15	Student teaching placements		38	Special education pedagogy	NR
18	Special education assessment		39	Teacher production	NR
19	Cognitive psychology	NR			

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

The institution nearly meets the standard. The College of Education's requirements commendably exceed the state's requirement that all applicants must pass a basic skills test by instead requiring that all applicants take a more appropriate test for admission to a graduate program. However, since it does not specify the minimum score needed to pass the test, its entrance criteria are presumed to result in candidates being admitted who fall beloe the 50th pecentile of the college-going population and consequently are unlikely to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

## Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 6. This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that three courses include coverage of education policy challenges.



- 8. This standard pertains to instruction on the use of technology. It was not evaluated because we evaluated special education programs on instruction on the use of assistive technology (see Standard 9).
- 9. Assistive technology. *The institution ensures that special education teacher candidates are adequately prepared on the uses of assistive technologies.*

Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities.

The institution meets this standard because teacher candidates are introduced to the appropriate use of assistive technologies for students with special needs.

10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

## **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of University of Illinois at Urbana-Champaign's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution fully meets the standard for having asserted its critical role in the selection of cooperating teachers, ensuring that they have demonstrated the ability to both increase student learning and mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

## **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.



Assessment data is essential to writing educational goals for students with special needs and monitoring their progress.

The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is negligible in one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets the standard because it provides instruction on classroom management, targeting the special education grade levels at which the candidates intend to teach.

21. This standard pertains to the preparation of general classroom teachers on the foundations of special education. It is not evaluated because it is not relevant to the preparation of special education teachers.



22.	Preparation efficiency. <i>The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.</i>						
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution only partially meets the standard. The number of required semester hours to complete the professional sequence slightly exceeds an acceptable level (57 semester hours). The program requires 63 hours of professional coursework (not including student teaching).						
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.						
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.						
Pro	gram Evaluation						
24.	Graduate outcomes. <i>The institution tracks graduate outcomes such as employment and retention.</i>						
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.						
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.						
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.						
Faci	ulty						
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.						
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.						
27-3	34. These standards pertain to the preparation of elementary and secondary teachers. They were not evaluated because they are not relevant to special education teacher preparation.						

## **Preparation Specific to Special Education Teachers** Broad subject preparation. The institution ensures that special education teacher candidates receive a broad liberal arts education. Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history. Despite repeated requests, UIUC did not make sufficient documentation for this standard available for review. 36a. Reading instruction. The institution prepares special education teacher candidates in the essential components of effective reading instruction. All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the researchbased strategies shown to dramatically reduce the number of children needing remediation in reading. Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified one required textbook that did not support effective reading instruction. NA 36b. Reading instruction. The institution ensures that all coursework adheres to the essential components of effective reading instruction. . All of an institution's required reading courses - not just some courses - should impart the research-based content that is necessary for teaching all children to read. The standard does not apply to only one reading course. 37. Elementary math. The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers. Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics. NR 38. Special education pedagogy. The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).



39. Teacher production. The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related to this standard for University of Illinois at Urbana-Champaign's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).



## **University of Illinois at Urbana-Champaign**

Champaign, Illinois

## 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

В

Its university's selectivity, strong practice teaching experiences and its dedication to ensuring that elementary teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum all enhance the sound design of this preparation program. However, some critical elements are in need of improvement. Specifically, reading preparation is extremely inadequate and mathematics preparation is only partially inadequate. Elementary Teacher Production (2009): 130

Sum	Summary of Ratings							
1	Selective admissions	•	19	Cognitive psychology	NR			
2	Serious coursework		20	Classroom management				
3	Exit exams		21	Special education				
4	Understanding diversity	NR	22	Preparation efficiency				
5	Learning standards		23	Course frequency				
6	English language learners		24	Graduate outcomes				
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$			
8	Integrating technology		26	Faculty expertise				
10	Global perspective	NR	27	Broad subject preparation	$\Diamond$			
11	Training model	NR	28a	Reading instruction				
12	Early field work		28b	Reading instruction	NA			
13	Full-time student teaching		29	Elementary math				
14	Aligned student teaching		30	Math methods				
15	Student teaching placements		31	Other methods				
16	Back-up degree		32	Middle school preparation				
17	Classroom assessments							

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

University of Illinois at Urbana-Champaign's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

•

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution partly meets this standard because only a moderate portion of assignments do not reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

 $\subset$ 

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

## Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because one stand-alone non-reading course requires that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges



8. Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.

Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution partially meets the standard because only a minority of the reviewed courses addressing teaching strategies requires one or more assignments that teacher candidates plan instruction with technology applications.

This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates are required to take a course about non-Western culture or U.S. minority culture, and students must demonstrate third-semester language proficiency or complete three semesters of language instruction. Several education-focused study abroad programs are offered, and we found that foreign students make up 10% of the institution's student body.

## **Practice Teaching**

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not

rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of University of Illinois at Urbana-Champaign's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults.

The institution fully meets the standard for having asserted its critical role in the selection of cooperating teachers, ensuring that they have demonstrated the ability to both increase student learning and mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful. The institution fails to meet this standard because a non-education concentration is not required of candidates, meaning that a teacher candidate would face at least a year's work to graduate under an alternative degree.

## **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution meets the standard because it provides thorough and coherent coverage of assessment topics.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 33 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.								
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution only partially meets this standard. While the coursework is appropriately targeted to the elementary grade levels at which the candidates intend to teach, it is too disparate, spread out over three courses.								
21.	Special education. <i>The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.</i>								
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.								
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.								
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 40 hours of professional coursework (not including student teaching).								
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.								
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.								
Pro	gram Evaluation								
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.								
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.								
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.								
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision								

Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.

## **Faculty**

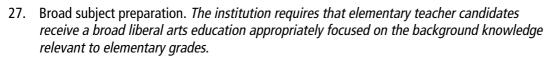
26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

## **Preparation Specific to Elementary Teacher Candidates**





Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

Because the coursework requirements of the institution and its teacher preparation program appear to ensure sufficient coverage in most of the essential content that elementary teachers need, the institution nearly meets this standard. The apparent absence of coursework in world history lowers it rating.

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified one required textbook that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The standard does not apply to only one reading course.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution only partly meets this standard because it does not provide the amount of coursework necessary to ensure that all essential topics are adequately covered and because the existing coursework does not adequately cover essential topics.

30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.



31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 

Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. *The institution meets this standard based on the strong program designs in all of its certification areas.* 

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.



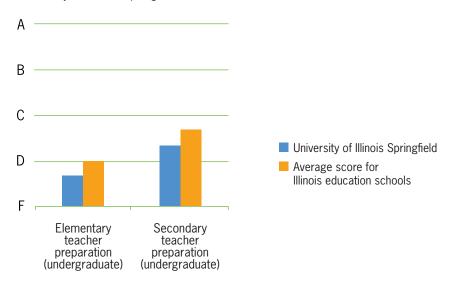
# University of Illinois Springfield Department of Teacher Education

Springfield, Illinois

**Elementary Teacher Preparation** (Undergraduate) D-Secondary Teacher Preparation (Undergraduate) D+

## **Program Grades**

University of Illinois Springfield



Total Teacher Production (2009):	Low Producer	55
Elementary (Undergraduate):		27
Secondary (Undergraduate):		25
Elementary (Graduate):		2
Secondary (Graduate):		1
Data provided by the Illinois State Board of Education		

Educa	tion Sc	hool Specialized Accre	ditation: N	CATE TEAC	None 🗸	Illinoi	s State Accreditation 🗸
Undergraduate Tuition: \$			Grad	uate Tuition: N	4		
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999	\$\$\$\$ \$\$\$\$\$	\$20,000 - \$24,999 \$25,000 - \$29,999	,	\$\$\$\$\$ \$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000



## **University of Illinois Springfield**

Springfield, Illinois

## 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

D-

The preparation provided by this program is in need of improvement. Specifically, there is extremely inadequate reading and mathematics preparation, the institution does not play the pivotal role it should in selection of

Sun	nmary of Ratings					
1	Selective admissions	•	19	Cognitive psychology	NR	
2	Serious coursework		20	Classroom management		
3	Exit exams	$\bigcirc$	21	Special education		
4	Understanding diversity	derstanding diversity NR 22 Preparation efficiency		Preparation efficiency		
5	Learning standards		23	Course frequency		
6	English language learners	$\bigcirc$	24	Graduate outcomes		
7	Education issues	NR	25	Graduates' effectiveness	•	
8	Integrating technology		26	Faculty expertise		
10	Global perspective	NR	27	Broad subject preparation		
11	Training model	NR	28a	Reading instruction	$\bigcirc$	
12	Early field work		28b	Reading instruction	NA	
13	Full-time student teaching		29	Elementary math	$\bigcirc$	
14	Aligned student teaching		30	Math methods		
15	Student teaching placements	$\bigcirc$	31	Other methods		
16	Back-up degree		32	Middle school preparation		
17	Classroom assessments	•				
Sele	ectivity					
1.	Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.					

institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because University of Illinois Springfield is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Department of Teacher Education. Because the department's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

Ratings:	Strong design	Meets standard	<ul> <li>Nearly meets standar</li> </ul>	d Partly meets standard	• Meets a small part of standard
	C Fails to meet sta	ndard 7 Data insuff	ficient for a final rating N	Δ Not applicable NR Not ra	ted

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution partly meets this standard because only a moderate portion of assignments do not reflect a seriousness

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

## Preparation for the 21st Century Classroom

of purpose and require mastery of course content.

4. Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. *The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.* 



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution fails to meet the standard because none of the reviewed non-reading courses addressing teaching strategies contains any assignments or lectures on planning instruction that addresses the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

\_\_\_\_

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take various courses related to global perspectives. There is no foreign language requirement. Several study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

## **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of University of Illinois Springfield's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution fully meets this standard because all of its elementary teacher candidates are required to complete a substantial concentration in a single, non-education subject, meaning that less than an additional semester's work would be necessary to graduate under an alternative degree.

## **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard because it does not address the nature of classroom assessments, and its coverage is likely disjointed because it is spread out among three courses.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 75 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.			
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution only partially meets this standard. While it has established a coherent design for instruction on classroom management, it is not targeted to the elementary grade levels at which the candidates intend to teach.			
21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.			
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.			
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.			
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 33 hours of professional coursework (not including student teaching).			
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.			
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.			
Prog	gram Evaluation			
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.			
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.			
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.			
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.			

## **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.

Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

## **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 

 $\bigcirc$ 

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content elementary teachers need (including world/American literature, children's literature, American history, world history, world cultures, art history and music history).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 

 $\bigcirc$ 

The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified one required textbook that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 

NA

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

Because we could not find adequate evidence of effective reading instruction being taught in either a single comprehensive course or in a combination of multiple courses (see standard #26a), any further rating on this standard is irrelevant.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 

0

Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not meet this standard because it does not require its teacher candidates to take any coursework that is designed to develop their conceptual understanding of elementary mathematics topics.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

•

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





## **University of Illinois Springfield**

Springfield, Illinois

## 2010 UNDERGRADUATE SECONDARY Teacher Preparation Program Design

D+

The design of this program does not require adequate subject area preparation for secondary teacher candidates in the sciences and social sciences. As noted in a rating comment, while flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher candidate preparation in these areas, it is still incumbent upon the institution to require that its graduates take sufficient coursework in enough subject areas to achieve some minimal level of competence. In addition, the institution does not play the pivotal role it should in the selection of the cooperating teacher for student teachers. Secondary Teacher Production (2009): 21

## **Summary of Ratings**

1	Selective admissions	•	15	Student teaching placements	$\circ$
2	Serious coursework		17	Classroom assessments	
3	Exit exams		19	Cognitive psychology	NR
4	Understanding diversity	?	20	Classroom management	?
5	Learning standards	NR	21	Special education	
6	English language learners	NR	22	Preparation efficiency	
7	Education issues	NR	23	Course frequency	
8	Integrating technology	NR	24	Graduate outcomes	
10	Global perspective	NR	25	Graduates' effectiveness	$\bigcirc$
11	Training model	NR	26	Faculty expertise	
12	Early field work		33	High school preparation	
13	Full-time student teaching		34	Secondary methods	
14	Aligned student teaching				

## Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because University of Illinois Springfield is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its Department of Teacher Education. Because the department's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

•

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution partly meets this standard because only a moderate portion of assignments do not reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

While we acknowledge that flawed state regulation explains the prevalence of poorly designed secondary programs across Illinois, the institution only partly meets this standard. When state regulations are demonstrably inadequate, It is incumbent upon the institution to exceed inadequate state standards in science and social science by requiring candidates to pass appropriate exit assessments in each subject and it does not do so.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

?

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. *Where relevant, the institution incorporates the state's student learning standards into the preparation program.* 

NR

State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. This standard pertains to incorporating state learning standards into the preparation program. It was not evaluated for secondary teacher preparation programs.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.

NR

Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. This standard pertains to preparaing teachers to meet the instructional needs of English language learners. It was no evaluated for secondary teacher preparation programs.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that education policy challenges are not included in any coursework.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 

NR

Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

This standard pertains to instruction in the use of technology in the classroom. It was not evaluated for secondary teacher preparation programs.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to secondary teacher preparation.
- 10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take various courses related to global perspectives. There is no foreign language requirement. Several study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of University of Illinois Springfield's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

## 14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.*

Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

 $\subset$ 

The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to secondary teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution only partially meets the standard because it does not address the standardized testing and using assessment data to drive instruction in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to secondary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 75 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.

?

Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. Despite repeated requests, University of Illinois Springfield did not provide sufficient materials on which to rate this standard.



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hese standards pertain to preparation of elementary teachers. They were not evaluated ecause they are not relevant to secondary teacher preparation.
t in

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

#### **Preparation Specific to Secondary Teachers**

33. High school preparation. *The institution requires an academic major of its high school teacher candidates that is equivalent in rigor to that of non-education majors.* 

•

All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages.

While most of the course requirements in the certification areas for secondary teachers appear to be sound, the institution only partly meets the standard because of inadequate course requirements in two subject areas, science and social studies. Acknowledging that flawed state regulations explain the prevalence among Illinois institutions of inadequate teacher preparation in both science and social studies, it is still incumbent upon the institution to require that its graduates take enough coursework in these broad subject areas to achieve some minimal level of competence.

34. Secondary methods. *The institution provides appropriate preparation for secondary teacher candidates in content area methods.* 



Teacher candidates must learn successful strategies for teaching their subject, including the typical progression of student knowledge and common student misconceptions.

The institution fully meets the standard because it requires methods courses specific to subject areas for all secondary teacher candidates.

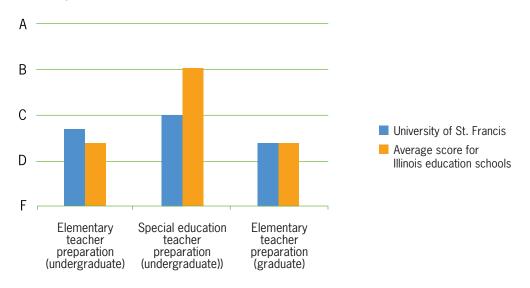
35-39. These standards pertain to the preparation of special education teachers. They were not evaluated because they are not relevant to secondary teacher preparation.

# University of St. Francis College of Education

Joliet, Illinois

**Elementary Teacher Preparation** (Undergraduate) C-Special Education Teacher Preparation (Undergraduate) C **Elementary Teacher Preparation** (Graduate) D+

## **Program Grades**University of St. Francis



Total Teacher Production (2009):	Low Producer	97
Elementary (Undergraduate):		52
Secondary (Undergraduate):		18
Special Education (Undergraduate):		11
Special Education (Graduate):		16
Data provided by the Illinois State Board of Education		

<b>Education School Accreditation:</b>		NCATE ✓	TEAC	None				
Under	gradua	nte Tuition: \$\$\$\$	Grad	uate Tuitior	n: \$\$			
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 – \$14,999 \$15,000 – \$19,999	\$\$\$\$ \$\$\$\$\$	\$20,000 - \$2 \$25,000 - \$2	,	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 - \$34,999 \$35,000 - \$50,000	



### **University of St. Francis**

Joliet, Illinois

#### 2010 GRADUATE ELEMENTARY Teacher Preparation Program Design

D+

We commend the design strengths of this elementary program: well-focused professional coursework, coverage of the issues relevant to teaching in 21st century classrooms, and dedication to ensuring that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. However, other critical elements are in need of improvement. Specifically, mathematics preparation is only partially adequate, reading preparation is not fully adequate, and the institution does not play the pivotal role that it should in the selection of cooperating teachers for student teachers. Elementary Teacher Production (2009): Not Available

for s	tudent teachers. Elementary Teacher Pr	oduction (200	09): No	: Available	y teachers	
Sun	nmary of Ratings					
1	Selective admissions	$\bigcirc$	20	Classroom management	•	
2	Serious coursework		21	Special education		
3	Exit exams	$\bigcirc$	22	Preparation efficiency		
4	Understanding diversity	NR	23	Course frequency		
5	Learning standards		24	Graduate outcomes		
6	English language learners		25	Graduates' effectiveness	$\bigcirc$	
7	Education issues	NA	26	Faculty expertise		
8	Integrating technology		27	Broad subject preparation		
11	Training model	NR	28a	Reading instruction		
12	Early field work		28b	Reading instruction	NA	
13	Full-time student teaching		29	Elementary math		
14	Aligned student teaching		30	Math methods		
15	Student teaching placements	$\bigcirc$	31	Other methods		
17	Classroom assessments		32	Middle school preparation		
19	Cognitive psychology	NR				
Sele	ectivity					
1.	Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.					
				aration program should select undergraduate teach aduate teacher candidates with a similar standard a		

The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

The college fails to meet this standard. It relies only on the state's requirement that applicants must pass a basic skills test, failing to ensure that only those candidates who are at or above the 50th percentile of the college-going population are admitted. Consequently, its applicants may not be able to meet the academic demands of teaching.

Ratings:	★ Strong design	Meets standard	Nearly meets stan	dard	ts standard	Meets a small part o	f standard
	Fails to meet sta	indard ? Data insuf	ficient for a final rating	<b>NA</b> Not applicable	NR Not rate	ed	

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because one stand-alone non-reading course requires that teacher candidates plan instruction addressing the needs of English language learners (ELL). Our evaluation also found that a variety of asignments in other coursework also address the needs of ELL students.



7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NA

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. This standard pertains to imparting the importance of a global perspective. It was not evaluated because it is relevant only to undergraduate teacher preparation.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of University of St. Francis's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required in the first semester of graduate work.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to graduate teacher preparation.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution only partially meets the standard because it does not address the forms of assessment and using assessment data to drive instruction in its coverage of data and assessment.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.*

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note favorably that the highest proportion of course time the institution devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of about 67 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.



21.	Special education. The institution provides an orientation to special education targeted to the
	grade levels at which the candidate intends to teach.

•

All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 31 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.

#### **Program Evaluation**

24. Graduate outcomes. *The institution tracks graduate outcomes such as employment and retention.* 



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates* receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

Because the institution's transcript review requirements were unclear, we assumed that the standards for its incoming graduate students are identical to the undergraduate program from which it draws the vast majority of its applicants.

### 28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.*



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution does not fully meet the standard because its coursework covers four of the five of the components of effective reading instruction (phonics, fluency, vocabulary, comprehension strategies), but does not address phonemic awareness. Although this program addresses effective reading instruction, we identified four textbooks that did not support this instruction.

### 28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.*

NA

All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The standard does not apply to only one reading course.

### 29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.*



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution only partly meets this standard because it does not provide the amount of coursework necessary to ensure that all essential topics are adequately covered and because the existing coursework does not adequately cover essential topics.

### 30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.*



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own.

The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.

### 31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.*



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution only partially meets the standard because the amount of required coursework specifically addressing teaching strategies in social studies, language arts/writing and science is insufficient.



32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution only partially meets the standard because all of the certification areas for middle school teachers are insufficiently rigorous in their design. The institution should not qualify middle school teachers without either a major in their certification area or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





### **University of St. Francis**

Joliet, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

C-

We commend the design of preparation at this institution for significant strengths: coverage of issues relevant to teaching in 21st century classrooms, strong preparation in reading and relatively strong preparation in mathematics. While it shows a dedication to ensuring that elementary teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum, that preparation is still not comprehensive. Also, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers. Elementary Teacher Production (2009): 43

#### **Summary of Ratings**

1	Selective admissions		19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams	$\bigcirc$	21	Special education	
4	Understanding diversity	NR	22	Preparation efficiency	
5	Learning standards		23	Course frequency	
6	English language learners		24	Graduate outcomes	
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$
8	Integrating technology		26	Faculty expertise	
10	Global perspective	NR	27	Broad subject preparation	
11	Training model	NR	28a	Reading instruction	
12	Early field work		28b	Reading instruction	$\bigcirc$
13	Full-time student teaching		29	Elementary math	
14	Aligned student teaching		30	Math methods	
15	Student teaching placements	$\bigcirc$	31	Other methods	
16	Back-up degree		32	Middle school preparation	
17	Classroom assessments				

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because University of St. Francis is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its College of Education. Because the college's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.



6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because one stand-alone non-reading course requires that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.

8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates must take World Regional Geography and World Civilizations. There is no foreign language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Recause this standard is still in a pilot phase, the findings should only be viewed a

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of University of St. Francis's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 

Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution meets only a small part of this standard because there are insufficient requirements for a concentration, with the result that a teacher candidate would face at least a year's work to graduate under an alternative degree.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard. While it provides coverage of key topics, its coverage is likely disjointed because it is spread out among four courses.

18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.



19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets this standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 43 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. *The institution fully meets this standard because it offers all required courses each year.* 

#### **Program Evaluation**

24. Graduate outcomes. *The institution tracks graduate outcomes such as employment and retention.* 



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.

0

Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution only partially meets this standard because neither the institution nor its teacher preparation program appears to ensure sufficient coverage in the children's literature, music history and art history content elementary teachers need. We note course requirements in other essential content areas, including writing, world/American literature, American history, world history, world cultures and science.

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. Although this program full addresses effective reading instruction, we identified three textbooks that did not support this instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution does not meet the standard because only one of 2 required courses covers one or more components of effective reading instruction.



29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 

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Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not fully meet this standard because it simply does not require a sufficient number of courses to allow for adequate coverage of the essential topics.

30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution only partially meets the standard because the amount of required coursework specifically addressing teaching strategies in social studies, language arts/writing and science is insufficient.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution only partially meets the standard because all of the certification areas for middle school teachers are insufficiently rigorous in their design. The institution should not qualify middle school teachers without either a major in their certification area or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.



### **University of St. Francis**

Joliet, Illinois

#### 2010 UNDERGRADUATE SPECIAL EDUCATION Teacher Preparation Program Design

C

Commendably, this institution provides strong preparation in reading and relatively strong preparation in mathematics, and it shows dedication to ensuring that teacher candidates receive the liberal arts education needed to assist in teaching the Illinois K-9 curriculum. However, the institution does not play the pivotal role it should in the selection of cooperating teachers for student teachers. Special Education Teacher Production (2009): 7

#### **Summary of Ratings**

1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams	$\bigcirc$	22	Preparation efficiency	
4	Understanding diversity	NR	23	Course frequency	
7	Education issues	NR	24	Graduate outcomes	
9	Assistive technology		25	Graduates' effectiveness	$\bigcirc$
10	Global perspective	NR	26	Faculty expertise	
11	Training model	NR	35	Broad subject preparation	$\Diamond$
12	Early field work		36a	Reading instruction	
13	Full-time student teaching		36b	Reading instruction	NA
14	Aligned student teaching		37	Elementary math	
15	Student teaching placements	$\bigcirc$	38	Special education pedagogy	NR
18	Special education assessment		39	Teacher production	NR

#### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because University of St. Francis is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its College of Education. Because the college's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

9

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 6. This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



- 8. This standard pertains to instruction on the use of technology. It was not evaluated because we evaluated special education programs on instruction on the use of assistive technology (see Standard 9).
- 9. Assistive technology. *The institution ensures that special education teacher candidates are adequately prepared on the uses of assistive technologies.*

Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities.

The institution meets this standard because teacher candidates are introduced to the appropriate use of assistive technologies for students with special needs.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates must take World Regional Geography and World Civilizations. There is no foreign language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of University of St. Francis's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to special education teacher preparation.

#### **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. *The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.*



Assessment data is essential to writing educational goals for students with special needs and monitoring their progress. The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution meets the standard because it provides instruction on classroom management, targeting the special education grade levels at which the candidates intend to teach.



- 21. This standard pertains to the preparation of general classroom teachers on the foundations of special education. It is not evaluated because it is not relevant to the preparation of special education teachers.
- 22. Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching. The institution only partially meets the standard. The number of required semester hours to complete the professional sequence slightly exceeds an acceptable level (57 semester hours). The program requires 59 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.

#### **Program Evaluation**

24. Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational

27-34. These standards pertain to the preparation of elementary and secondary teachers. They were not evaluated because they are not relevant to special education teacher preparation.

Ratings: 🙀 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕕 Partly meets standard 🕛 Meets a small part of standard

Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

#### **Preparation Specific to Special Education Teachers**

### 35. Broad subject preparation. *The institution ensures that special education teacher candidates receive a broad liberal arts education.*



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution only partially meets this standard because neither the institution nor its teacher preparation program appears to ensure sufficient coverage in the children's literature, music history and art history content special education teachers need. We note course requirements in other essential content areas, including world/American literature, writing, American history, world history, world cultures, and science.

### 36a. Reading instruction. *The institution prepares special education teacher candidates in the essential components of effective reading instruction.*



All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the research-based strategies shown to dramatically reduce the number of children needing remediation in reading.

The institution meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. All required textbooks address effective reading instruction.

### 36b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.*



. All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The standard does not apply to only one reading course.

### 37. Elementary math. *The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers.*



Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics. The institution does not fully meet this standard because it simply does not require a sufficient number of courses to allow for adequate coverage of the essential topics.

### 38. Special education pedagogy. *The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.*

NR

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).



39. Teacher production. *The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.* 

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related to this standard for University of St. Francis's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).

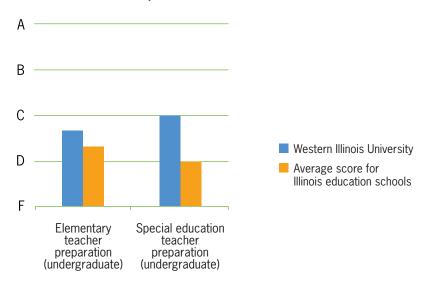
# Western Illinois University College of Education and Social Services

Macomb, Illinois

**Elementary Teacher Preparation** (Undergraduate) C-Special Education Teacher Preparation (Undergraduate)

#### **Program Grades**

Western Illinois University



Total Teacher Production (2009):	Medium Producer	296
Early Childhood (Undergraduate):		16
Elementary (Undergraduate):		131
Secondary (Undergraduate):		58
Special Education (Undergraduate):		84
Secondary (Graduate):		1
Special Education (Graduate):		6
Data provided by the Illinois State Board of Education		

Education School Specialized Accreditation: NCATE ✓ TEAC None Illinois State Accreditation ✓								
Under	gradua	ate Tuition: \$	Grad	uate Tuition: \$				
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 - \$14,999 \$15,000 - \$19,999	\$\$\$\$ \$\$\$\$\$	\$20,000 - \$24,999 \$25,000 - \$29,999	\$\$\$\$\$\$ \$\$\$\$\$\$\$	\$30,000 — \$34,999 \$35,000 — \$50,000	_	



### **Western Illinois University**

Macomb, Illinois

#### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

C-

While its strong reading preparation and relatively strong mathematics preparation enhance the design of this elementary preparation program, the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers and it does not fully ensure that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum. Elementary Teacher Production (2009): 178

Summary of Ratings									
1	Selective admissions	•	19	Cognitive psychology	NR				
2	Serious coursework		20	Classroom management					
3	Exit exams		21	Special education					
4	Understanding diversity	NR	22	Preparation efficiency					
5	Learning standards		23	Course frequency	•				
6	English language learners	$\bigcirc$	24	Graduate outcomes	•				
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$				
8	Integrating technology		26	Faculty expertise	•				
10	Global perspective	NR	27	Broad subject preparation					
11	Training model	NR	28a	Reading instruction	•				
12	Early field work		28b	Reading instruction	•				
13	Full-time student teaching		29	Elementary math					
14	Aligned student teaching		30	Math methods					
15	Student teaching placements	$\bigcirc$	31	Other methods	•				
16	Back-up degree		32	Middle school preparation					
17	Classroom assessments								

#### Selectivity

1. Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Because Western Illinois University is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its College of Education. Because the college's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

•

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of puri

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

#### Preparation for the 21st Century Classroom

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution fails to meet the standard because none of the reviewed non-reading courses addressing teaching strategies contains any assignments or lectures on planning instruction that addresses the needs of English language learners.

7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.* 

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Despite repeated requests, Western Illinois University did not provide the information needed to assess this standard.



8. Integrating technology. *The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.* 



Technology needs to be more than a hook to grab students' attention — it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

- 9. This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.
- 10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take various courses covering global perspectives. There is no language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

#### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Western Illinois University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful. The institution partially meets this standard because its elementary teacher candidates may graduate on time with a degree entailing a general studies major if they are unsuccessful at student teaching or withdraw from teacher preparation at it later stages.

#### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard. While it provides coverage of key topics, its coverage is likely disjointed because it is spread out among four courses.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.	•
	Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.  The institution only partially meets this standard. While the coursework is appropriately targeted to the elementary grade levels at which the candidates intend to teach, it is too disparate, spread out over four courses.	
21.	Special education. The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.	•
	All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.  The institution only partially meets this standard. While it has established a coherent design for delivering special education instruction, it does not target the coursework to the candidates' relevant grade levels.	
22.	Preparation efficiency. The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.	•
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching. The institution only partially meets the standard. The number of required semester hours to complete the professional sequence slightly exceeds an acceptable level (51 semester hours). The program requires 56 hours of professional coursework (not including student teaching).	
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.	•
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.	
Pro	gram Evaluation	
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.	•
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.	,
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.	0
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.	

#### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

#### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution only partially meets this standard because neither the institution nor its teacher preparation program appears to ensure sufficient coverage in the world/American literature and world history content elementary teachers need. We note course requirements in other essential content areas, including writing, children's literature, American history, world cultures and science.

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

The institution meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. Although this program fully addresses effective reading instruction, we identified six textbooks that did not support this instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution meets the standard because all three required courses cover one or more components of effective reading instruction.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades. The institution does not fully meet this standard because it simply does not require a sufficient number of courses to allow for adequate coverage of the essential topics.



30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 

•

Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take the equivalent of a semester course devoted solely to teaching strategies for elementary mathematics.

31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 



Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.





### **Western Illinois University**

Macomb, Illinois

#### 2010 UNDERGRADUATE SPECIAL EDUCATION Teacher Preparation Program Design

C

While strong reading preparation and relatively strong mathematics preparation enhance the design of this program, there are other critical areas in need of improvement. Specifically, the institution does not play a pivotal role in the selection of cooperating teachers for student teachers and the institution fails to ensure that special education teacher candidates receive the liberal arts education that best equips them to assist in teaching the Illinois K-9 curriculum. Special Education Teacher Production (2009): 95

Summary of Ratings					
1	Selective admissions	•	19	Cognitive psychology	NR
2	Serious coursework		20	Classroom management	
3	Exit exams	$\bigcirc$	22	Preparation efficiency	$\bigcirc$
4	Understanding diversity	NR	23	Course frequency	
7	Education issues	NR	24	Graduate outcomes	
9	Assistive technology		25	Graduates' effectiveness	$\bigcirc$
10	Global perspective	NR	26	Faculty expertise	
11	Training model	NR	35	Broad subject preparation	$\bigcirc$
12	Early field work		36a	Reading instruction	
13	Full-time student teaching		36b	Reading instruction	
14	Aligned student teaching		37	Elementary math	
15	Student teaching placements		38	Special education pedagogy	NR

#### Selectivity

Special education assessment

18

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



NR

The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

39

**Teacher production** 

Because Western Illinois University is only rated as "selective" in its admissions by U.S. News and World Report, NCTQ also checked the entrance criteria for admission into its College of Education. Because the college's requirements only conform to the state's minimal requirement that applicants pass a basic skills test, it meets only a small part of the standard. Candidates will be admitted who are well below the 50th percentile of the college-going population, meaning they are unlikely to be able to meet the academic demands of teaching.

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 

Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution meets this standard because all but a very small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.

If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's special education general curriculum test to determine if its special education teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and the lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

### **Preparation for the 21st Century Classroom**

4. Understanding diversity. *The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.* 

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of how institutions expose teacher candidates to the history, culture and language of principal minority and ethnic groups residing in the state was confined to undergraduate elementary preparation programs at five public and five private institutions. An inventory of information collected relative to this standard is provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/4Findings.jsp)

- 5. This standard pertains to practice anchoring instruction with the state's learning standards. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 6. This standard pertains to practice developing instruction that meets the needs of English language learners. It was not evaluated because it requires syllabi for coursework that was not part of our evaluation of special education programs.
- 7. Education issues. *The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.*

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



- 8. This standard pertains to instruction on the use of technology. It was not evaluated because we evaluated special education programs on instruction on the use of assistive technology (see Standard 9).
- 9. Assistive technology. *The institution ensures that special education teacher candidates are adequately prepared on the uses of assistive technologies.*

Assistive technology has the potential to enable students with disabilities to fully access instruction and demonstrate their capabilities.

The institution meets this standard because teacher candidates are introduced to the appropriate use of assistive technologies for students with special needs.

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

NR

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take various courses covering global perspectives. There is no language requirement. Several education-focused study abroad programs are offered, but we did not find a significant proportion of foreign students in the institution's student body.

### **Practice Teaching**

11. Training model. *The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.* 

NR

The institution should demonstrate that it supports the nation's goal of educational equity.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Western Illinois University's placement practices with those of education schools in its vicinity.

12. Early field work. *The institution exposes teacher candidates to field work early on in their preparation.* 



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. The institution designs a full-time student teaching experience.



Student teaching should allow a full immersion absent the distraction of other coursework obligations.

The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 



Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution meets the standard because its teacher candidates have student teaching experiences of sufficient length that have the potential to be well-aligned with both the design of their preparation program and with the instructional expectations they will experience as licensed Illinois teachers.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 



The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. This standard pertains to degree requirements that afford those who are unsuccessful in student teaching a "second degree option." It is not evaluated because it is not relevant to special education teacher preparation.

### **Professional Training**

- 17. This standard pertains to instruction on assessments. It was not evaluated because we evaluated special education programs on instruction on the use of assessment in special education (see Standard 18).
- 18. Special education assessment. *The institution provides a thorough overview of the use of assessment data to plan education programs for students with special needs.*



Assessment data is essential to writing educational goals for students with special needs and monitoring their progress. The institution meets this standard because teacher candidates receive adequate preparation in the use of assessment for students with special needs.

19. Cognitive psychology. *The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.* 

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles." Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.

20. Classroom management. The institution imparts methods in classroom management targeted to the grade levels at which the candidate intends to teach.



Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques. The institution only partially meets this standard. While the coursework is appropriately targeted to the special education grade levels at which the candidates intend to teach, it is too disparate, spread out over three courses.



21.	This standard pertains to the preparation of general classroom teachers on the foundations of special education. It is not evaluated because it is not relevant to the preparation of special education teachers.			
22.	Preparation efficiency. <i>The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.</i>			
	With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.  The institution fails to meet the standard. The number of semester hours necessary to complete the professional sequence is well above an acceptable level. The program requires 78 hours of professional coursework (not including student teaching).			
23.	Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.			
	Programs that cannot be completed on time create a disincentive to pursue the teaching profession.  The institution fully meets this standard because it offers all required courses each year.			
Prog	gram Evaluation			
24.	Graduate outcomes. The institution tracks graduate outcomes such as employment and retention.			
	The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.			
25.	Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.			
	Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.  Though the institution surveys principals on the performance of graduates, it does not meet our standard because it does not collect data on the performance of graduates' students.			
Faci	ılty			
26.	Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.			
	Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.  The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.			
27-3	4. These standards pertain to the preparation of elementary and secondary teachers. They were not evaluated because they are not relevant to special education teacher preparation.			
Rating	s:  Strong design  Meets standard  Nearly meets standard  Partly meets standard  Meets a small part of standard  Fails to meet standard  Partly meets standard  NA Not applicable  NR Not rated			

### **Preparation Specific to Special Education Teachers**

### 35. Broad subject preparation. *The institution ensures that special education teacher candidates receive a broad liberal arts education.*

Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution does not meet this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in the content special education teachers need (including world/American literature, children's literature, world history, world cultures, art history and music history).

## 36a. Reading instruction. *The institution prepares special education teacher candidates in the essential components of effective reading instruction.*



All special education teachers, regardless of whether they are teaching toddlers or teenagers, need coursework in the research-based strategies shown to dramatically reduce the number of children needing remediation in reading.

The institution meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. Although this program full addresses effective reading instruction, we identified six textbooks that did not support this instruction.

## 36b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.*



. All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The institution meets the standard because all 3 required courses cover one or more components of effective reading instruction.

## 37. Elementary math. *The institution provides adequate preparation in the specific elementary mathematics content needed by special education teachers.*



Special education teachers, regardless of whether they are teaching toddlers or teenagers, generally need three semesters of coursework in order to progress from a procedural to a conceptual understanding of fundamental mathematics topics. The institution does not fully meet this standard because it simply does not require a sufficient number of courses to allow for adequate coverage of the essential topics.

## 38. Special education pedagogy. *The institution gears pedagogical training for special education teacher candidates to the specific knowledge and skills that they need for teaching.*

NR

At least one course should be dedicated to instruction on special education as defined in federal law: "specially designed instruction."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of instruction on special education was limited to three institutions offering a total of two undergraduate and two graduate special education programs. Preliminary evaluations on this standard for these four programs are provided on the website for Ed School Essentials: A Report on Teacher Education in Illinois (nctq/edschoolreports/illinois/standards/38Findings.jsp).



39. Teacher production. *The institution is attentive to the numbers of special education and general education teachers it graduates, striving to achieve production in some proportional relationship to the state's demand for such teachers.* 

NR

Responsibility for chronic underproduction of some types of teachers and chronic overproduction of others can't be laid at the feet of education schools, but a school's production levels should show some cognizance of the larger picture.

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of the number of special education teachers produced at each institution 1) allows comparison with its production of other types of teachers and 2) places its production of both special education and other teachers in an overall state context. A table with information related to this standard for Western Illinois University's is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctq.org/edschoolreports/illinois/standards/39Findings.jsp).



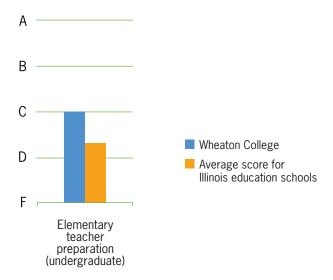
# Wheaton College Education Department

Wheaton, Illinois

**Elementary Teacher Preparation** (Undergraduate)

C

## **Program Grades** Wheaton College



<b>Total Teacher Production</b> (2009):	Low Producer	54
Elementary (Undergraduate):		23
Secondary (Undergraduate):		14
Special Education (Undergraduate):		17
Data provided by the Illinois State Board of Education		

Education School Specialized Accreditation: NCATE 🗸 TEAC None   Illinois State Accreditation 🗸					
Undergraduate Tuition: \$\$\$\$\$			Graduate Tuition: \$\$\$\$\$		
Tuition:	\$ \$\$ \$\$\$	Less than \$10,000 \$10,000 — \$14,999 \$15,000 — \$19,999	\$\$\$\$ \$20,000 - \$24,999 \$\$\$\$\$\$ \$30,000 - \$34,999 \$\$\$\$\$ \$25,000 - \$29,999 \$\$\$\$\$\$ \$35,000 - \$50,000		



### **Wheaton College**

Wheaton, Illinois

### 2010 UNDERGRADUATE ELEMENTARY Teacher Preparation Program Design

C

While selectivity of its college, the program's coverage of issues relevant to teaching in 21st century classrooms and a commitment to at least partially ensuring that teacher candidates receive the liberal arts education that best equips them to teach the Illinois K-9 curriculum are design strengths, other critical elements are in need of improvement. Specifically, reading preparation is extremely inadequate, mathematics preparation is very inadequate and the institution does not play the pivotal role it should in selection of cooperating teachers for student teachers. Elementary Teacher Production (2009): 26

Sumi	Summary of Ratings						
1	Selective admissions	•	19	Cognitive psychology	NR		
2	Serious coursework		20	Classroom management			
3	Exit exams		21	Special education			
4	Understanding diversity	NR	22	Preparation efficiency			
5	Learning standards		23	Course frequency			
6	English language learners		24	Graduate outcomes			
7	Education issues	NR	25	Graduates' effectiveness	$\bigcirc$		
8	Integrating technology		26	Faculty expertise			
10	Global perspective	NR	27	Broad subject preparation			
11	Training model	NR	28a	Reading instruction	$\bigcirc$		
12	Early field work		28b	Reading instruction	NA		
13	Full-time student teaching		29	Elementary math			
14	Aligned student teaching		30	Math methods			
15	Student teaching placements		31	Other methods			
16	Back-up degree		32	Middle school preparation			
17	Classroom assessments						

### Selectivity

 Selective admissions. The institution admits teacher candidates with strong academic records as determined by objective measures used typically for admission to undergraduate or graduate programs.



The standards for admission into either the institution or its teacher preparation program should select undergraduate teacher candidates from only the top half of the college population and select graduate teacher candidates with a similar standard as measured by an admissions test commonly used for entry into graduate studies. At both the undergraduate and graduate levels, the institution should encourage the applications of strong candidates by waiving content course requirements for candidates with advanced standing.

Wheaton's high rating for this standard is based on its classification by U.S. News and World Report as a "more selective" institution in its admissions, an admission standard that should ensure that teacher candidates will be able to meet the academic demands of teaching.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

2. Serious coursework. *The institution ensures that coursework has a seriousness of purpose, reflecting college-level work.* 



Coursework assignments should require mastery of course content, not mimic the educational experience of children as if the teacher candidates were themselves the ages of the children they will one day teach.

The institution nearly meets this standard because all but a small portion of assignments reflect a seriousness of purpose and require mastery of course content.

3. Exit exams. When state standards as measured by licensing exams appear inadequate, the institution elects to set a higher standard for program completion.



If the state does not require a rigorous licensure test that measures candidates' knowledge of every subject taught, institutions must fill the vacuum.

The institution does not meet this standard because it relies only on the state's elementary generalist test to determine if its elementary teacher candidates possess adequate knowledge of reading instruction, as well as content knowledge in four core subject areas. This test is wholly inadequate, both because of its low level of rigor and its lack of separate cut-scores for each subject. Recognizing that the state is responsible for setting an inadequate state-wide standard, nothing prevents the institution from independently requiring that its graduates pass rigorous assessments in reading instruction and each of four core subject areas.

### **Preparation for the 21st Century Classroom**

4. Understanding diversity. The institution exposes teacher candidates to the history, culture and language of the principal minority and ethnic groups residing in the state.

NR

Teaching students in the nation's diverse classrooms requires more than cultural awareness — it also requires an understanding of the impact that culture can have on student learning.

5. Learning standards. Where relevant, the institution incorporates the state's student learning standards into the preparation program.



State learning standards represent what all students are expected to know and be able to do. Teacher candidates should have exposure to these standards so they are prepared to develop appropriate lesson plans when they enter the classroom. The institution meets the standard because most of the courses reviewed that address teaching strategies have one or more assignments requiring teacher candidates to plan instruction around the K-9 Illinois State Learning Standards.

6. English language learners. *The curriculum required by the institution acknowledges the challenges teachers will face in meeting the instructional needs of English language learners.* 



Teachers must be prepared for classroom settings that are likely to include diverse populations speaking several different languages. The institution meets the standard because one stand-alone non-reading course requires that teacher candidates plan instruction addressing the needs of English language learners.

7. Education issues. The institution exposes teacher candidates to the most critical education issues of the day, notably the achievement gap.

NR

Teachers need to understand the background and context for policy actions in education so that they can contribute to solutions. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that one course includes coverage of education policy challenges.



8. Integrating technology. The institution ensures that applications of technology are integrated into the pedagogy associated with specific content areas.



Technology needs to be more than a hook to grab students' attention – it needs to be an integral component of the delivery of instruction, customized to specific subject matter.

The institution meets the standard because most of the reviewed courses addressing teaching strategies have one or more assignments requiring teacher candidates to plan instruction with technology applications.

This standard pertains to instruction on the use of assistive technology. It was not evaluated because it is not relevant to elementary teacher preparation.

NR

10. Global perspective. The institution values the importance of a global perspective, imparting an understanding of the world, its history and its cultures to all students enrolled in the institution, including teacher candidates.

The world has shrunk. Recognition of that fact should pervade the campus.

Because this standard is still in a developmental phase, we do not provide an institutional rating and our findings should only be viewed as exploratory. We note that teacher candidates may take various courses covering global perspectives, and must take the equivalent of 12 hours of a foreign language. Several education-focused study abroad programs are offered, and we found that foreign students make up 6% of the institution's student body.

### **Practice Teaching**

11. Training model. The institution has a strong clinical model with some level of commitment to training students in high-needs, high-functioning schools.

NR

The institution should demonstrate that it supports the nation's goal of educational equity. Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. Our analysis of student teacher placement practices found differences based on a limited sample of partner schools. A map with information on this institution's placement practices is posted on the website for Ed School Essentials: A Report on Teacher Education in Illinois (www.nctg.org/edschoolreports/illinois/standards/11Findings.jsp). The map allows easy comparison of Wheaton College's placement practices with those of education schools in its vicinity.

12. Early field work. The institution exposes teacher candidates to field work early on in their preparation.



Early exposure to the classroom helps teacher candidates develop a realistic perspective on the profession and decide on their suitability for it when the stakes are low.

The institution meets the standard because field work is required by the fall semester of the junior year.

13. Full-time student teaching. *The institution designs a full-time student teaching experience.* 



Student teaching should allow a full immersion absent the distraction of other coursework obligations. The institution meets the standard, ensuring that all teacher candidates can fully dedicate themselves to the important task and challenge of apprentice teaching without the distraction of additional coursework.

Ratings: 🙀 Strong design 🌑 Meets standard 🕒 Nearly meets standard 🕕 Partly meets standard 🕛 Meets a small part of standard Fails to meet standard ? Data insufficient for a final rating NA Not applicable NR Not rated

14. Aligned student teaching. *The institution designs student teaching to have a local experience of sufficient length.* 

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Student teaching should be long enough to ensure that the teacher candidate can witness the different demands of teaching as the school year evolves. A local experience allows alignment with the design of the preparation program and the instructional expectations teacher candidates will experience as Illinois teachers.

The institution does not meet the standard because, although it is of sufficient length, one of the student teaching experiences offered does not have the potential to be well-aligned with both the instructional expectations teacher candidates will experience as licensed Illinois teachers and with the design of their preparation program.

15. Student teaching placements. *The institution carefully screens and qualifies expert cooperating teachers from its partner schools.* 

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The best cooperating teacher is both an exceptionally effective instructor and a strong mentor of adults. The institution fails to meet the standard because information provided by the institution or information provided by interviews of school principals indicate that it does not assert its critical role in the selection of a cooperating teacher who demonstrates the ability to increase student learning and to mentor an adult.

16. Back-up degree. The institution sets degree requirements that make it practical for any candidate who may be unsuccessful in student teaching to still qualify in relatively short order for a college degree.



Teacher candidates should develop some expertise outside of their professional studies, not only to enrich their own academic experience, but also to serve as a fallback major in the event that the student teaching experience is unsuccessful.

The institution does not fully meet this standard because the coursework required in the concentration is less than a major, meaning that an additional semester's work would be necessary to graduate under an alternative degree.

### **Professional Training**

17. Classroom assessments. The institution provides a thorough overview of all types of classroom assessments, including how to analyze student data.



Appreciating the role of data and assessment in the classroom and how it can drive good instruction not only improves teaching, but it also makes it less likely for teacher candidates to perceive accountability measures as punitive.

The institution does not fully meet the standard. While it provides coverage of key topics, its coverage is likely disjointed because it is spread out among four courses.

- 18. This standard pertains to instruction on the use of assessment in special education. It was not evaluated because it is not relevant to elementary teacher preparation.
- 19. Cognitive psychology. The institution requires teacher candidates to understand key principles from cognitive psychology that address how children learn and develop, omitting those principles that do not have a scientific basis.

NR

Teachers need to learn about real and useful cognitive science, not bogus cognitive science such as "learning styles."

Because this standard is still in a pilot phase, the findings should only be viewed as exploratory. This standard is not rated, nor does it factor into overall program or institutional ratings. We note that the highest proportion of course time the program devotes to the critical topics of how students gain and retain factual knowledge, skills and conceptual understanding is the equivalent of only about 50 percent of one course.



20.	Classroom management. The institution imparts methods in classroom management targeted
	to the grade levels at which the candidate intends to teach.

Teacher candidates will be better able to establish a productive classroom environment if they learn a coherent management approach that is targeted to the grade levels at which the candidate intends to teach, not a grab-bag of techniques.

The institution meets the standard because it provides instruction on classroom management, targeting the elementary grade levels at which the candidates intend to teach.

21. Special education. *The institution provides an orientation to special education targeted to the grade levels at which the candidate intends to teach.* 



All classroom teachers need to understand the basics of special education, including its legal framework and a working knowledge of instructional strategies for students with high-incidence disabilities.

The institution meets this standard because it has established a coherent design for delivering special education instruction, including having targeted the coursework to the candidates' relevant grade levels.

22. Preparation efficiency. *The institution offers an efficient program of study, as indicated by the required credit hours needed for completion.* 



With no evidence that an excess of professional coursework requirements produces better teachers, it is sensible to keep requirements within reasonable bounds that won't deter talented individuals contemplating a career in teaching.

The institution meets the standard. The number of semester hours necessary to complete the professional sequence is within acceptable bounds. The program requires 31 hours of professional coursework (not including student teaching).

23. Course frequency. The institution offers all required courses at least once each year to make it possible to complete the program in a timely fashion.



Programs that cannot be completed on time create a disincentive to pursue the teaching profession. The institution fully meets this standard because it offers all required courses each year.

### **Program Evaluation**

24. Graduate outcomes. *The institution tracks graduate outcomes such as employment and retention.* 



The institution fully meets this standard. Documents obtained from the institution indicate that the institution regularly collects data regarding its graduates' retention rates and job performance.

25. Graduates' effectiveness. The institution fully utilizes any available data provided by the state or school districts to measure the effectiveness of its teacher graduates in order to make program improvements.



Mirroring a similar commitment now found in K-12 education, higher education institutions must embrace data-driven decision making and accountability in preparing teachers.

The institution fails to meet this standard. Documents obtained from the institution indicated that the institution does not regularly collect data regarding the academic performance of its graduates' students.

Ratings: Strong design Meets standard Nearly meets standard Partly meets standard Meets a small part of standard Fails to meet standard? Data insufficient for a final rating NA Not applicable NR Not rated

### **Faculty**

26. Faculty expertise. The institution mirrors the scholarship practiced in other fields by not expecting faculty members to teach multiple disparate disciplines.



Only the most extreme examples of unsuitable assignments are noted here, such as one instructor teaching courses in the history of education, human learning and secondary biology methods.

The institution meets the standard because it appears to respect the scholarship of its faculty, not assigning instructors to teach coursework in disparate fields of study, such as, foundations of education, methods and educational psychology.

### **Preparation Specific to Elementary Teacher Candidates**

27. Broad subject preparation. *The institution requires that elementary teacher candidates receive a broad liberal arts education appropriately focused on the background knowledge relevant to elementary grades.* 



Because they cannot teach what they do not know, teacher candidates need to have a solid grasp of literature and composition, American and world history, geography, science, and art and music history.

The institution only partially meets this standard because neither the institution nor its teacher preparation program ensures sufficient coverage in several of the content areas that elementary teachers need (including world/American literature, children's literature, and world cultures).

28a. Reading instruction. *The institution prepares elementary teacher candidates in the essential components of effective reading instruction.* 



The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks.

Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. We identified one required textbook that did not support effective reading instruction.

28b. Reading instruction. *The institution ensures that all coursework adheres to the essential components of effective reading instruction.* 



All of an institution's required reading courses — not just some courses — should impart the research-based content that is necessary for teaching all children to read.

The standard does not apply to only one reading course.

29. Elementary math. *The institution provides adequate preparation in the specific mathematics content needed by elementary teachers.* 



Teacher candidates, even those who excel in math, generally require three semesters of coursework in order to progress from a procedural to a conceptual understanding of the essential mathematics topics taught in the elementary grades.

The institution meets only a small part of this standard because the existing coursework is poorly designed and because it falls short of the amount of coursework necessary to ensure that all essential topics are adequately addressed.

30. Math methods. *The institution provides appropriate preparation in elementary mathematics methods.* 



Mathematics-specific pedagogy is a significant part of teacher training in countries whose children outperform our own. The institution fully meets the standard because elementary teacher candidates take a semester course devoted solely to teaching strategies for elementary mathematics.



31. Other methods. *The institution provides appropriate preparation in methods in elementary science, social studies and language arts/writing.* 

Teacher candidates must learn successful strategies for teaching core subjects, including the typical progression of student knowledge and common student misconceptions.

The institution meets the standard because teacher candidates take sufficient coursework that specifically addresses teaching strategies in social studies, language arts/writing and science.

32. Middle school preparation. *The institution requires rigorous academic coursework of its middle school teacher candidates.* 



Middle school students deserve better than watered-down content delivered by teachers whose preparation is weak. The institution meets only a small part of this standard because all certification areas are insufficiently rigorous in their design. The institution should not qualify middle school teachers without requiring either a major in their certification areas or, in the case of the sciences and social sciences, a combination of courses equivalent to a major that includes at least a minor in one discipline.

33-39. These standards pertain to the preparation of secondary and special education teachers. They were not evaluated because they are not relevant to elementary teacher preparation.

