

**CONTEXTUAL INFORMATION**

***Mission:***

Kendall College educates students of all ages, preparing them for professional careers through classroom studies, technology, internships, and work experiences. All academic programs provide a student-centered, career-oriented education founded on an arts and sciences core of studies. Kendall fosters growth of ethical values, social responsibility, teamwork, and personal discipline in a diverse community and commits to continuing educational improvement based on assessed learning.

***Teacher Preparation Programs:***

Early Childhood Education – Type 04

***Student Characteristics:***

Kendall is a four-year, coed, private college located in Chicago, IL.  
Number of Degree-seeking undergraduates: 1318  
Percent Receiving Financial Aid: 69.5%  
Percent applicants admitted: 98%

***Admissions Requirements:***

Admission to Teacher Education Program:

1. Passing score on the Basic Skills Test (Field 96)
2. Cumulative GPA of 2.5 or better (including GPA from Kendall *and* all other institutions [obtained from transcripts])
3. Application to enter Certification Program

Admission to Student Teaching:

1. Passing score on the Illinois Content Area Early Childhood Education Exam (Field 107)
2. Successful completion of all prerequisites as listed in the Course Descriptions
3. Completed Clinical Practice Application and resume sent to the School of Education at least 2 quarters in advance of the quarter during which Clinical Practice will occur
4. Cumulative GPA of 2.5 or better for all Education course work at Kendall
5. All “Acceptable” Disposition scores, with no outstanding Disposition Concerns.
6. Passing score on the Lesson Plan Portfolio, a collection of three applied lesson plans with reflection and assessment.

***Accreditation:***

Kendall College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCACS).

***Teacher Education Vision:***

The School of Education at Kendall College prepares a diverse range of qualified adults to become professional educators with the knowledge, instructional, and technological skills to learn and reflect continuously; to teach with competence, passion, and respect for diversity; and to serve as leaders who make valuable contributions to the quality of life of others.)

***Best Practices:***

Candidates spend approximately 112 hours in preprimary and primary classrooms before they begin student teaching under the supervision of a certified teacher. Candidates participate in two student teaching experiences: eight weeks of primary student teaching and five weeks of preprimary student teaching.

***Notable Features and Accomplishments:***

- Kendall College’s School of Education underwent a re-accreditation visit with ISBE in February, 2008 resulting in all six standards being met.
- We received notification our curriculum in is alignment with the state Gateways to Opportunity, and we are now able to offer the Level 5 credential to non-certification students.
- We have revised several of our operational handbooks, yielding greater student efficiency. We added an internship handbook for our non-certification students, and expanded our internship to include the opportunity for four professional contributions.
- We have expanded the evaluation process for one of our key assessments (Lesson Plan Portfolio), where now there are two reviewers per LPP. They evaluate the LPP’s blind, allowing us to measure inner-rater reliability.
- Our dispositions process (another key assessment) has been revamped. The educational unit meets once per quarter to review all disposition concerns expressed by all instructors for all courses (as well as any staff member). The unit now fields and monitors disposition issues.
- ***Notable Features and Accomplishments:*** (Continued) Summer, 2008 we instituted summer faculty professional development. These teleconferences took place during the months of June, July, and August and were offered at varying times to accommodate for instructors schedules. Topics discussed included program assessment, assessment of student learning, online and distance learning best practices, assessing a discussion board, assessing a content review question, and assessing an application.
- We instituted our first Basic Skills Boot Camp. The School of Education has been experiencing a 40-50% passage rate on the Basic Skills Test for cert intent students. The Boot Camp was offered on two Saturdays, covered all the areas on the Basic Skills Test, and had an enrollment of 42 and 8, respectively.
- Our School of Education has maintained a relationship with the University Center of Lake County as a member institution since its inception. Kendall has been granted “member in good standing” status and are able to recruit and teach out future cohorts even with the change of status (private to proprietary).

**Program Information for Kendall College  
2007-2008**

<b>S.1</b> Total number of students admitted into teacher preparation, all specializations, in academic year 2007-2008	<b>44</b>
<b>S.2</b> Number of candidates in supervised student teaching in academic year 2007-2008	<b>50</b>
<b>S.3</b> Number of faculty members who supervised student teachers:	<b>20</b>
➤ <b>S.3A</b> Full-time faculty in professional education	<b>2</b>
➤ <b>S.3B</b> Part-time faculty in professional education but full-time in the institution	<b>0</b>
➤ <b>S.3C</b> Part-time faculty in professional education, not otherwise employed by the institution	<b>18</b>
<b>S.4</b> Total faculty student teaching supervisors	<b>20</b>
<b>S.5</b> Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	<b>2.5:1</b>
<b>S.6A</b> The average number of student teaching hours per week	<b>23</b>
<b>S.6B</b> The total number of weeks of supervised student teaching required	<b>13</b>
<b>S.7</b> Average total number of hours required	<b>300</b>