

**CONTEXTUAL INFORMATION**

**Mission:**

In the Department of Educational Studies, we are committed to:

- the development of learning communities and environments that embrace diversity and promote social justice;
- an understanding of the historical, ethical, political and social issues associated with education;
- the study of the nature of knowledge, pedagogical practices, the methods of assessment and evaluation; and the use of technology;
- the recognition of the breadth and depth of knowledge, which integrates the study of education with other disciplines;
- the integration of theory and practice that is developed, supported, and maintained by reflection; and
- the preparation of teacher candidates to meet state and national standards, develop the habits of mind that encourage professional growth, and create leaders in educational communities.

**Teacher Preparation Programs:**

Knox College offers programs in Elementary Education; Secondary Education in Science (with designations in Biology, Chemistry, Physics, and Environmental Science), English, Math, and Social Science (with designations in History, Economics, Political Science, Anthropology/Sociology, and Psychology) and K-12 certification in Art, Music and Languages (with designation in Spanish, French, Latin, and German), as well as middle school and bilingual endorsement.

**Student Characteristics:**

Knox College's 1,371 students come to our campus from 48 states and 42 countries. They represent a breadth of backgrounds and experiences, including 17% American students of color and an additional 6% who are international. Academically, they have strong abilities and records of success. Thirty-nine percent of students entering in 2007 graduated in the top tenth of their high school class; 75 percent in the top quarter. The mid-50%-range ACT Composite score is 27-31, with an average score of 29.

**Admissions Requirements:**

Admission to Teacher Education Program: Candidates complete an application including a written artifact, evidence of passing the Illinois Basic Skills test, a review of their program of study, a minimum GPA of 2.5, and satisfactory evaluations on the Knox Teaching Standards Matrix. Applications are reviewed by Educational Studies personnel and the Teacher Advisory Committee.

Admission to Student Teaching: Candidates complete a similar application process, that includes, in addition to the requirements listed previously, recommendation of the practicum experience cooperating teachers, passing the appropriate Content Area Test, and successful completion of the methods courses, including meeting standards in content area, IPTS, KTS, core technology and core language arts. Personnel from Educational Studies and the Teacher Education Committee, which includes faculty from other departments across the campus review these applications.

Certification: Candidates complete student teaching with satisfactory evaluations from both the cooperating teacher and college supervisor, maintain at least a 2.5 GPA overall and in the majors, pass the APT test, and demonstrate completion of an approved program, including meeting all relevant standards.

**Accreditation:**

Knox College teacher preparation programs have continuing approval by the Illinois State Board of Education. Knox College is accredited by the North Central Association of Colleges and Schools.

**Teacher Education Vision:**

Central to the mission of the Educational Studies Department is to graduate teachers prepared to improve societal and school conditions, promote high educational standards, and enrich the quality of all students' lives.

**Best Practices:**

- Teacher candidates are involved in fieldwork across their coursework and are closely supported during student teaching through seminars and individual conferences.
- Educational Studies faculty model best practices and classroom methods which teacher candidates implement in their fieldwork and student teaching. These methods include small group collaboration, inquiry based learning, and technology projects. Candidates have experience with best practices through interactions with veteran educators in their field placements and the Knox College Teacher Advisory Committee. Candidates implement best practices at clinical field sites and through peer teaching opportunities.
- Teacher candidates experience a variety of approaches to evaluation, including formative, authentic, portfolio, and standards based assessment.
- Teacher candidates integrate literacy and the diverse needs of all learners throughout the program while meeting the standards in content area, core language arts, core technology, Knox Teaching Standards and Illinois Professional Teaching Standards.
- Teacher candidates are evaluated by cooperating teachers at school sites as well as Knox faculty on their teaching effectiveness and demonstration of best practices.

**Notable Features and Accomplishments:**

- Teacher candidates complete service projects at local human service agencies.
- Teacher candidates have the opportunity to complete early field experience in a local school that has a high percentage of students of color (59.7%) and an even higher percentage of students with low-income background (84.9%).
- Teacher candidates have the opportunity to work with faculty on topics of individual interest. These collaborations have resulted in papers presented at local and national conferences with faculty.
- Teacher candidates have several summer internship opportunities serving a wide variety of students including emotionally disturbed, remedial, gifted, and English Language Learners in a variety of settings including urban, suburban, small town and rural.
- Educational Studies faculty and candidates utilize technology throughout the program, including an opportunity for long distance collaboration with classrooms in Tucson, Arizona and create websites with student media research and create an "ideal school".
- Faculty present papers at numerous state, national, and international conferences.
- A Collaborative Learning Partnership with Galesburg District #205 was created to design and implement mutually beneficial, sustainable, integrated, inquiry-based pre- and in-service professional development with the goal of improving student achievement.
- The Unit conducts a summer-enrichment program serving local children, over 40% of whom are children of color or from low socio-economic backgrounds.
- Candidates have opportunities for developing pedagogical content knowledge through projects supervised by content area faculty in biology, chemistry, mathematics, world languages, music and art.

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

<b>S.1</b> Total number of students admitted into teacher preparation, all specializations, in academic year 2007-2008	<b>62</b>
<b>S.2</b> Number of candidates in supervised student teaching in academic year 2007-2008	<b>34</b>
<b>S.3</b> Number of faculty members who supervised student teachers:	
➤ <b>S.3A</b> Full-time faculty in professional education	<b>4</b>
➤ <b>S.3B</b> Part-time faculty in professional education but full-time in the institution	<b>2</b>
➤ <b>S.3C</b> Part-time faculty in professional education, not otherwise employed by the institution	<b>0</b>
<b>S.4</b> Total faculty student teaching supervisors	<b>6</b>
<b>S.5</b> Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	<b>5.67</b>
<b>S.6A</b> The average number of student teaching hours per week	<b>43</b>
<b>S.6B</b> The total number of weeks of supervised student teaching required	<b>12</b>
<b>S.7</b> Average total number of hours required	<b>516</b>