

KNOX COLLEGE

Galesburg, Illinois

2003-2004 Title II Report

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 Biology, Chemistry, English, History, Latin, Math, Modern Languages (French, Spanish, German, Russian), Physics, and Social Studies; and K-12 Art, as well as middle school endorsement.

Student Characteristics:

Knox College's 1,143 students come to our campus from 48 states and 40 countries. They represent a breadth of backgrounds and experiences, including 16% American students of color and an additional 10% who are international. Academically, they have strong abilities and records of success. 46 % graduated in the top tenth of their high school class; 75 percent in the top quarter. The average ACT of the 2003 entering class was 28.

Admission Requirements:

Admission to Educational Studies 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:

All 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.

CONTEXTUAL INFORMATION

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 their student teaching experience through seminars and individual conferences.
- Educational Studies faculty model 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 further opportunities with best practices through interactions with veteran educators in their field experiences 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 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.
- 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 are required to 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 interest. These collaborations have resulted in papers presented at national conferences with faculty; a resource guide for technology use in elementary school classrooms; and a web site focused on finding teaching positions.
- Educational Studies faculty and preservice candidates utilize technology throughout the program, including an opportunity to participate in long distance collaboration with elementary classrooms in Tucson, Arizona and creating websites to publicize student media research projects and create an "ideal school".
- Student teaching candidates meet regularly with the Teacher Advisory Committee composed of local K-12 teachers for workshops prior to student teaching.
- Candidates have opportunities for developing pedagogical content knowledge through projects supervised by content area faculty in biology, chemistry, mathematics, world languages, and art.

**Program Information for Knox College
2003-2004**

S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 2003-2004	51
S.2 Number of students in supervised student teaching in academic year 2003-2004	29
S.3 Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	4
➤ S.3B Part-time faculty in professional education but full-time in the institution	1
➤ S.3C Part-time faculty in professional education, not otherwise employed by the institution	1
S.4 Total faculty student teaching supervisors	6
S.5 Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	5:1
S.6A The average number of student teaching hours per week	43
S.6B The total number of weeks of supervised student teaching required	10
S.7 Average total number of hours required	430