

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: 668
Percent Receiving Financial Aid: 70%
Percent applicants admitted: 90%

Admissions Requirements:

Admission to Teacher Education Program:

1. Passing score on the Illinois Basic Skills Exam
2. Cumulative GPA of 2.5 or better for all work attempted at Kendall College
3. Initial Portfolio recommended by the Academic Review Committee

Admission to Student Teaching:

1. Minimum of 100 hours of documented field experience in the classroom of a teacher legally certified and qualified to teach in the area
2. Passing score on the Illinois Early Childhood Education Content Area Exam - 107
3. Cumulative GPA of 2.5 or better for all work attempted at Kendall College
4. Completed Student Teaching application sent to the Certification Officer at ECE@kendall.edu
5. Cumulative Dispositions of 3.0 or better.

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 at least 150 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: ten weeks of primary student teaching and ten weeks of preprimary student teaching.

Notable Features and Accomplishments:

In 2005 the Kendall College School of Education reviewed its Conceptual Framework. When we learned that our more philosophical old Conceptual Framework no longer fit the Illinois State Board of Education guidelines (ISBE recently adopted the National Council for Accreditation of Teacher Education [NCATE] process as its own), the faculty met to outline a plan that would revise the Conceptual Framework to meet the NCATE guiding principles. Consequently, several education courses were revised to better reflect the new Conceptual Framework, and become even more closely aligned with all required Illinois teaching and subject standards.

In spring, several education courses were enhanced with the addition of “Virtual Field Experience”™ to supplement candidates’ place-based field experiences. The VFE™ consists of carefully selected footage of real teachers exhibiting best practice in the classroom, including that teacher’s own analysis of her or his development and implementation of the lesson, thus giving our candidates a more controlled, diverse and rich field experience. In addition to our traditional students and students in the Early Childhood Leadership Director Credential program, two cohorts began. El Valor joined with Kendall and shared the process to recruit 25 students in the ECE program in the Fall Quarter 2005. CYS Head Start initiated a cohort of an additional 25 students who started the ECE program during Winter Quarter 2006.

**Program Information for Kendall College
2005-2006**

S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 2005-2006	14
S.2 Number of candidates in supervised student teaching in academic year 2005-2006	17
S.3 Number of faculty members who supervised student teachers:	8
➤ S.3A Full-time faculty in professional education	2
➤ S.3B Part-time faculty in professional education but full-time in the institution	0
➤ S.3C Part-time faculty in professional education, not otherwise employed by the institution	6
S.4 Total faculty student teaching supervisors	8
S.5 Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	2:1
S.6A The average number of student teaching hours per week	30
S.6B The total number of weeks of supervised student teaching required	15
S.7 Average total number of hours required	450