

The Mission of Knox College and the Department of Educational Studies

The preparation of professional educators has a logical and rightful place within the context of the history and mission of Knox College. Founded in 1837 by Reverend George Washington Gale, Knox College strives to be a “community of individuals from diverse backgrounds challenging each other to explore, understand, and improve ourselves, our society and our world” (Knox College Catalogue, p. 3).

Knox College’s history reveals how it’s graduates have attempted to accomplish these goals. Its founder, Rev. Gale, was charged with sheltering fugitive slaves; the first president, Hiram Huntington Kellog, supported women’s rights; Abraham Lincoln, who was awarded his first honorary degree by Knox College, debated the issue of slavery with Stephen Douglas at the entrance to Old Main; Barnabus Root was the first black student to graduate from a college in Illinois; and Hiram Revels, the first African-American elected to the Senate, attended Knox College.

In 1993, the Knox College faculty identified the ways in which this mission permeates all aspects of student life at Knox,

The mission is carried out through:

1. our curriculum: combining inquiry in traditional as well as newer disciplines with the integrative perspective of interdisciplinary work; building from basic skills of writing, reading, calculating, and critical analysis to opportunities for sophisticated student research and creative expression.
2. the character of our learning environment: encouraging the critical exchange of ideas, challenging our students with high expectations and persistent demands for rigorous thinking with a supportive and egalitarian learning environment, characterized by an informality and openness that mirrors our Midwest surroundings.

3. our residential campus culture: encouraging the personal, cultural and intellectual growth of our students in a reflective, tolerant, and engaged campus community, through supportive residential opportunities, cultural programming, and opportunities for intercollegiate and recreational sports.

4. our community: reaffirming and extending our ongoing commitment to a diverse community of students, faculty, and staff with each new hiring and admission.

Our aims throughout are to foster a lifelong love of learning and sense of competence, confidence, and proportion that will enable us to live with purpose and to contribute to the well being of others. (Knox College Catalogue, p. 3)

As a liberal arts college with a commitment to interdisciplinary work, Knox College is an excellent environment for teacher candidates. The mission of both the College and the Department of Educational Studies are part of the same fabric. The faculty of the Department of Educational Studies believe that following the tradition of Knox graduates to improve themselves, society and the world is the responsibility of all Knox graduates, especially those entering the teaching profession. As a result, the teacher candidates who graduate from Knox understand that the aims of the College “to foster a lifelong love of learning and sense of competence, confidence, and proportion that will enable us to live with purpose and to contribute to the well being of others” apply not only to themselves but also to the students that they will be teaching.

The Education Program at Knox College is an integrated program sequenced over two or three years of study. Success in the program requires a commitment to the profession of teaching, to the education of all children, to personal, professional, and societal critique, and to the development of an appropriate knowledge base, as outlined in the Department of Educational Studies Teaching Standards. The program has

three foundational components: democratic values, knowledge, and praxis. Based upon the mission of Knox College, the knowledge of the profession, and the Illinois State Teaching Standards, these foundational components serve as organizational tools for the commitments that all faculty and staff in the Department of Educational Studies have made and to which all teacher candidates in the program are held. These components can be found in the course syllabi and in the program description. Central to each of the foundational components are the goals to improve societal and school conditions and promote quality in the educational and life experiences for all through high educational standards.

People in the Educational Studies Program are committed to:

Democratic Foundations

1. the development of learning communities and environments that embrace diversity and promote social justice;
2. an understanding of the historical, ethical, political and social issues associated with education;

Knowledge Foundations

3. the study of the nature of knowledge, pedagogical practices, and methods of assessment and evaluation;
4. the recognition of the breadth and depth of knowledge, which integrates the study of education with the other disciplines;

Praxis Foundations

5. the integration of theory and practice that is developed, supported, and maintained by reflection; and
6. 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.

Democratic Foundations

According to John Goodlad (1990), a prominent scholar in teacher education and author of *Teachers for Our Nation's Schools*, “the school is the only institution in our nation specifically charged with enculturating the young into a political democracy. The education of teachers must, therefore, be specifically directed toward this end” (p. 48). Entering the 21st century, teachers and teacher educators must address the fact that societal and school conditions “in the United States have been consistently, systematically, and disproportionately unequal and unfair, and the major casualties have been those students who differ significantly in social class, gender, race, and ethnicity from what is considered the ‘mainstream’” (Nieto, 1999, p. 20).

With the student population in the United States becoming more racially, culturally, and linguistically diverse and in spite of improvements on some measures of achievement, the discrepancy in school performance between European American students and students of color continues to be substantial. Given demographic projections that the teaching force will continue to be mostly white while the student population becomes increasingly more diverse, teacher education must place issues of diversity “front and center” (Nieto, 2000) in order to prepare all teachers, including teacher educators, to act as agents of change.

To act as agents of change, we need to be aware of the historical, political, social and economic context of society because it is only by knowing the world that teachers can effect educational and societal change. Freire (1970) claims the historical, political, social, and economic issues

that contribute to the society and school are intimately connected to social justice and equity. Freire believes that humans interact with others and their environment and are capable of being aware of their position and affect their world even while in the midst of interacting. They make choices, reflect on them, evaluate them, and make new choices. Humans have a consciousness of what is, what has been, and what can be. Freire explains (1994), “inheriting acquired experience, creating and recreating, integrating themselves into their context, discerning, transcending, men [humans] enter into the domain which is theirs exclusively—that of History and of Culture” (p. 4). Therefore, to be human is to be conscious of human history and culture and to knowingly create and transform human reality.

The Education Program at Knox College embraces the issues identified by Goodlad, Nieto, and Freire through its sequencing of courses and experiences provided to teacher candidates.

We are committed to the development of learning communities and environments that embrace diversity and promote social justice.

Throughout the program, candidates are given opportunities to develop an understanding of the role of communities in education and to develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support the learning and well-being of all students regardless of race, ethnicity, class, gender, religion, home language, country of origin, sexual orientation or academic, physical or emotional need (ISBE Teaching Standard #9). An understanding of diversity within communities and its relationship to teaching and learning underpins the Educational Studies Program and is explicitly apparent in all courses.

When addressing diversity, we draw from Banks (1995, 1997) and envision multicultural education as a guide for teachers to employ to ensure that all students experience educational equity regardless of the groups (e.g., racial, cultural, linguistic, religious groups) to which they belong. Consequently, in the Educational Studies Program, multicultural education is not addressed in a single course. Instead multicultural realities, ideals, and goals are integrated throughout the program.

We also agree with Enid Lee (1995) that critical multicultural education is about “equipping students, parents, and teachers with the tools needed to combat racism and ethnic discrimination, and to find ways to build a society that includes all people on an equal footing” (p. 9). Equipped with an understanding of critical multicultural education, Educational Studies faculty and teacher candidates commit themselves to the struggle for human rights and acknowledge their position of power to effect change. These agendas are made explicit throughout the program through the readings and extracurricular activities we support. We teach candidates that teachers and students deal with issues of power and domination in the society in the content of study and that they must strive to change the injustice they discover (Shor & Freire, 1987).

We in the Educational Studies Program support initiatives to raise standards and hold all students accountable to high performance standards while remaining sensitive to issues of equity. Elements of our program related to our commitment to social justice include readings, classroom activities, and experiential learning experiences that challenge teacher candidates to confront underlying beliefs that set up barriers for students, take a non-elitist attitude toward learners, value multiple perspectives, teach students through what they know, view knowledge as dynamic and

influenced by experiences and position in society, hold high expectations for all students, and understand that individuals have the ability to effect change in their lives and society. (ISBE Teaching Standard #10)

Throughout the program, faculty and candidates explore inequity related to race, ethnicity, gender, language, socio-economic status, and handicapping conditions; stress the acquisition of traditional skills necessary to effect change society; and act equitably. The content and materials used in classes connect individuals to society. Technology has expanded the ways in which we can connect individuals to society. The use of technology in education has created a greater need for developing a critical awareness of the issues of equity and social justice. As a result, the use of technology is seen as an issue fundamental to teaching in the 21st century and is part of our Democratic Foundations as well as the Knowledge and Praxis Foundations.

We are committed to understanding the historical, ethical, political and social issues associated with education.

We agree with Freire that individuals need to develop critical consciousness, conscientização. Freire defines conscientização as “learning to perceive social, political, and economic contradictions, and to take action against the oppressive elements of reality” (Freire, 1970/1992, p. 19). Using critical investigation and asking questions about power and authority in the historical, social, political, and economic contexts are strategies that can assist teachers and students in developing a connectedness to the world and to understand external forces affecting their daily lives. Throughout the program, faculty and candidates are equipped to make a plan of action, to

confront injustice, and change society for the betterment of humankind (Freire).

Before taking the 300 level courses in the program, candidates must complete four 200 level foundation courses in which they are introduced to broad questions about the purpose of school, the nature of knowledge, and the role of the teacher in relation to students and society. Candidates explore the forces that influence the ways in which we are taught and the ways in which we teach. Examples of broad foundational questions fundamental to the program found on course syllabi include “How is history constructed then taught in schools?” “Whose history is taught and why?” “What knowledge should be taught and why?” “How does the way we think about gender influence how we learn?” “Is education oppressive or a path to free thinking?” “Should education foster a homogenous or pluralistic society?” “What is knowledge?” “What is education?” “What is learning?” “What is teaching?” “How do assumptions about how people learn impact what goes on in schools?” “How do motivation, culture, language, and social development influence learning?” “How do teachers educate students with special needs in the general education classroom?”

Foundational issues are not forgotten as students continue in 300 level course work. Questions addressed in EDUC 310, Perspectives on Curriculum, include “How does curriculum affect students’ intended and unintended learning?” “How are teaching and learning and curriculum interconnected?” “How can curriculum be used to facilitate educational and societal change?” “What is the role of culture and cultural knowledge in education and learning?”

These foundational issues are then addressed prior to program completion when candidates submit portfolios at the end of their student

teaching experience. The first two criteria established for the portfolio reflect the critical multicultural focus:

candidates must demonstrate

- (1) understanding and respect for multicultural, multiethnic nature of American society in your work with students, parents, and peers; and
- (2) sensitivity to cultural, racial, social, class, and gender differences and the ways in which they affect teaching and learning.
(Student Teaching Handbook, 1999-2000 Edition, p. 22)

At the completion of the program, candidates need to have demonstrated the following as evidence of the Democratic Foundations:

- Expresses democratic values in teaching and learning practices and policies
- Completes collaborative work
- Maintains respect during interactions with peers, parents, cooperating teachers, faculty, and staff
- Creates a learning community in which individual differences are respected
- Develops lessons/units with community goals
- Identifies and uses community resources that foster learning
- Talks with and listens to others, investigates situations, and seeks outside help as needed and appropriate to remedy problems
- Responds to factors in the students' environments outside of school (e.g., family circumstances, community characteristics, health and economic conditions) that may influence students' lives and learning
- Considers multiple perspectives and interpretations
- Is self-regulating and self-directed and thinks critically
- Willingly receives and gives feedback
- Engages in teaching and learning as an on-going, reflective process
- Uses professional research and resources (e.g., colleagues, professional literature) in learning, planning, and teaching
- Participates in professional activities
- Respects the privacy of students and confidentiality of information
- Acts as an advocate for students
- Abides by state laws and professional codes of conduct

- Strives for academic excellence
- Talks to and listens respectfully to others.

Knowledge Foundations

As teacher educators, we believe that each learner actively seeks to make sense of the world and of new information (Brooks & Brooks, 1993; Dagher & D'Ambrosio, 1996; Doyle, 1990; Talbert Jackson, 1993; Twomey Fosnot, 1993). This being the case, effective teaching requires a thorough understanding of the way in which individuals grow and develop (Bruner 1973; Erikson 1963, 1968, 1980; Vygotsky, 1978), an appreciation for the differences among learners (Corno & Snow, 1986; Torrence E. P., 1986) and a commitment to instruction that reaches and empowers a diverse population of students (Banks, 1997; Freire, 1970; Nieto, 2000). (ISBE Teaching Standard #2)

Successful teaching also demands knowledge of the content areas to be taught. Teachers need to be familiar with the concepts, approaches to inquiry, and structure of the various disciplines (Shulman, 1987). Equally important, they need to create learning experiences that make this content accessible and meaningful to all students. (ISBE Teaching Standard #1)

Effective teachers also understand that students learn better when they are motivated to do so. Therefore, excellence in teaching requires an understanding of individual and group motivation and behavior (Wittrock, 1986). It also requires a learning environment that promotes positive intellectual and social interaction, active engagement in learning, and self-

motivation (Doyle, 1986; Schmuck & Schmuck, 1997). (ISBE Teaching Standard #5)

In order to achieve the goal of preparing excellent teachers, the Department of Educational Studies is committed to providing teaching candidates with the content knowledge base they need. The Department is also committed to giving teaching candidates a thorough grounding in pedagogy, motivation, and development. Finally, the Department is committed to teaching from a multicultural perspective, so that teaching candidates will be able to take the lead in ensuring education for all students.

We are committed to a breadth and depth of knowledge that integrates the study of education with the other disciplines across the College.

Given that each learner makes sense of new information in individual ways, it is important that learners be able to consider problems and ideas from multiple perspectives. Students learn to view the world using different perspectives when their teachers expose them to different points of view and the tools that the various disciplines use to solve problems. Before our future teachers can present a variety of points of view and ways of thinking, they must first be familiar with different disciplines. They must also learn to consider problems from many perspectives. In other words, we need teachers “who are not narrowly focused on pieces of school curriculum or approaches to teaching or ways of knowing” (Griffin, 1999, p. 9).

The Department of Educational Studies at Knox College meets the challenge of preparing teachers to think across disciplines in the following ways. First, because Knox College is a liberal arts institution, teacher candidates are exposed to an environment that promotes, “the fruitful experience of an energetic collaboration across intellectual boundaries.” (Knox College Catalog, p.8) A cross-disciplinary perspective is essential for understanding our world and the place of education in it, “Selves, communities, cultures and public practices defined as grounded in their multiple relations and histories cannot, by definition, be studied or comprehended in isolation from their overlapping contexts and their roots in times and places” (Minnich, 1995, p. 30). The importance of this cross-disciplinary perspective goes beyond the ability to comprehend new knowledge. It is also essential to the understanding that “no one tradition’s

universalized view of truth, beauty, goodness should be imposed on the diverse experiences, heritages, communities, values and commitments of humankind in ways that refuse them serious consideration.” (Minnich, 1995, p.9)

The ability to think and teach across disciplines requires “extensive participation in forms of learning that foster sustained exploration of and deliberation about contested issues important in particular communities of inquiry and practice.” (Minnich, 1995, p. 25) The liberal arts tradition as it is implemented at Knox College provides teacher candidates opportunities to develop this ability. Teacher candidates take courses in many different disciplines, and courses in the Department of Educational Studies are cross-listed with other disciplines. This encourages teacher candidates to take courses with faculty and students from other major courses of study, thus promoting active inquiry across disciplines.

Finally, courses in the Department of Educational Studies are designed to expose teacher candidates to many different ways of thinking about teaching and about content. Candidates thus learn to consider teaching and pedagogy from a wide variety of points of view. They also learn to use the tools they acquire in other courses to consider issues in education. In short, Knox College's liberal arts environment, combined with the multifaceted nature of courses within the Department of Educational Studies prepares Knox teacher candidates for the task of empowering their students to be active learners, critical thinkers, and problem solvers.

We are committed to the study of the nature of knowledge, pedagogical practices, and methods of assessment and evaluation.

Teaching candidates must be prepared to help students acquire the intellectual and social tools they need to make sense of new material. It is therefore essential that teaching candidates understand how knowledge is acquired, how learning occurs, and what factors influence this process. For instance, since all knowledge is socially constructed (Vygotsky, 1978), teacher candidates must be aware of the effects on students' learning of such factors as family, community, culture, and the social dynamics in the classroom. However, it is not enough to be aware of these effects; teacher candidates must use this awareness to create opportunities for positive social interaction and continuous learning in various social contexts. (ISBE Teaching Standard #4)

The importance of the social nature of learning cannot be overstated. Learning is not the process of absorbing a static set of facts and relationships. Rather, "learning emerges from the social, cultural and political spaces in which it takes place, and through the interactions and relationships that occur among learners and teachers." (Nieto, 1999, p. 2) Teaching candidates must understand the social and cultural realities their students' experiences, and use this knowledge to create a classroom environment that empowers all students to acquire and use new information. (ISBE Teaching Standard #3) Technology plays an important role in this process in that it provides students greater opportunities to gather information, often from sources normally unavailable to many. However, we believe that technology must be more than a place to locate information. We believe that technology creates yet another location and experience for students to pose questions and learn through social interaction (Harris, 1997, 1998).

Learning takes place in different ways and through different modalities depending upon the learner's level of development (Bruner, 1973). Therefore, teaching candidates must be aware of the ways in which students at different developmental stages acquire and represent new information (Erikson, 1963, 1968, 1980). They must also use this awareness to create opportunities for students at all developmental levels to acquire and use new knowledge.

Learners vary not only by developmental level, but also by the type of intellectual reasoning at which they excel (Gardner, 1993). In order to engage each student as much as possible, it is therefore necessary to understand the kinds of intelligence students possess, and to design learning experiences in which students can use these intelligences to make sense of new information. (ISBE Teaching Standard #6)

Given the variation among individuals in terms of culture, intellectual developmental level, types of intelligences, and ways of knowing, it follows that effective assessment of that learning is complex. Evaluating learning requires knowledge of alternative assessment techniques such as portfolio evaluation and the ability to use a wide variety of assessment tools (Lyons, 1998). Through the Educational Studies Program, teacher candidates study, experience, and implement a variety of traditional and alternative assessment measures in their courses, supporting our beliefs that learning needs to be tied tightly to experience. (ISBE Teaching Standard #8)

At the completion of the program, candidates need to have demonstrated the following as evidence of the Knowledge Foundations:

- Engages in generating knowledge and testing hypotheses according to methods of inquiry and standards of evidence used in the discipline/s

- Uses major concepts, assumptions, and debates central to his/her discipline/s
- Relates his/her disciplinary knowledge to other subject areas and sees connections to everyday life
- Displays enthusiasm for his/her discipline/s
- Effectively uses multiple representations and explanations of concepts
- Engages in interdisciplinary learning experiences
- Identifies and considers ranges of cognitive, social, moral, physical, and emotional development and individual variation during planning, instruction, and interactions
- Applies motivational theory to teaching and learning
- Implements appropriate approaches with peers, students, parents, and colleagues
- Develops activities, assignments, and classroom management policies appropriate to grade level and learning needs
- Identifies and designs instruction appropriate to learning styles, strengths, and needs
- Uses teaching approaches that are sensitive to the multiple experiences of learners
- Makes appropriate provisions for individual students who have particular learning differences or needs
- Works productively and cooperatively with others in complex social settings
- Uses a range of effective management strategies to promote positive relationships, cooperation, and purposeful learning in the classroom
- Engages others in individual and cooperative learning activities that help develop motivation to achieve
- Organizes, allocates, and manages resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks
- Helps the group to develop shared values and expectations for interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

Praxis Foundations

The final foundational piece to the Educational Studies program is praxis. Praxis, as we define it, is more than a set of teaching practices and experiences. Praxis is the weaving together of the democratic and knowledge foundations, resulting in teaching that meets the needs of all students. It is the nexus, the center of the educational process, for both teachers and students. "...Theory and practice work in concert, are mutually informing, and together constitute a dialectical praxis" (McLaren & Tadeu da Silva, 1993, p. 54) Praxis is the reflexive, dynamic interaction of personal and professional theories and classroom experiences (Bullough, Goodson, & Gitlin, 1994).

We are committed to the integration of theory and practice, which is developed, supported and maintained through reflection.

In Democracy and Education (1916), Dewey wrote, “the self is not something ready-made, but something in continuous formation through choice of action” (p. 351). Agreeing with Dewey, we believe that teachers are not “ready-made” but are formed through their “choice of action.” To understand teachers’ actions is to understand their knowledge of teaching because the act of teaching is the embodiment of our understanding of theory. “What we mean by teachers’ knowledge is that body of convictions and meanings, conscious or unconscious, that have arisen from experience (intimate, social, and traditional) and that are expressed in a person’s practices.... When we see practice, we see personal practical knowledge at work” (Clandinin and Connelly, 1995, p. 7).

In the Educational Studies Program, we focus both on what teacher candidates know, the Democratic and Knowledge Foundations, and on the ways in which they enact their understanding of these foundations. As a result, we believe that teacher candidates’ experiences in school from their earliest fieldwork observations to their final student teaching assignments must be more than a continuation of their “apprenticeship of observation” (Goodman, 1985; Guyton & McIntyre, 1990; Lortie, 1975). We have based our fieldwork on the research that has shown courses and practica must be carefully aligned and provide opportunities for reflection in order to have the most positive impact on teacher candidates (Feiman-Nemser and Buchmann, 1985).

Through the courses in the Educational Studies Program, teacher candidates are given the opportunity to work in a variety of educational contexts involving observation, one-on-one teaching or tutoring and small

group or whole class instruction with students from a variety of age groups and backgrounds (Zeichner, 1992). These experiences are aligned with the goals of the courses, and teacher candidates are given opportunities to discuss and examine their experiences because the key element in the value of early field experience is structured activities (Bonar, 1985). These structured activities, identified by Cochran-Smith & Lytle (1993) as “journals, oral inquiries, classroom/school studies, and essays,” form the basis for action research and promote “reflection-on-action” as a means to develop “reflection-in-action” (Schon, 1983; Greene, 1986). Carefully-articulated, meaningful, guided, sequenced field-experiences gradually induct students into the profession ready to work for change in their students’ best interests and ready to continue their own development. Bonar writes, “Field experiences that operate without planned curriculum emanating from sound theory provide little hope that future teachers will act differently on the job than the teachers whose classrooms they visit” (Bonar, 1985, p. 44). In addition to field experiences, teacher candidates are provided opportunities for peer teaching so that they may experiment with methods and receive constructive criticism. Peer teaching provides opportunities for faculty and peers to model reflection-on-action (Arends, 1998) and to see the “teacher candidates personal, practical knowledge” become practice.

We are committed to 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.

For approximately fourteen years prior to admission to our program, teacher candidates have experienced education as students. In our program, we introduce teacher candidates to the profession of teaching and begin the very difficult process of changing their view of classrooms from the familiar perspective of students to the unfamiliar perspective of teachers. Because our work takes place in the early years of the teachers candidates' professional development, we understand the importance of instilling in them the habits of mind as well as the skills and knowledge to become leaders in their educational communities.

Central to the habits of mind which we develop in teacher candidates is that "teaching is a lifelong process" (Arends, 1998, p. 12). Similarly, McNiff (1995) writes "Teaching and learning are two sides of the same coin; they are two perspectives of the same process" (p. 59). By viewing themselves as life long learners, teacher candidates are better able to assist their students to become "independent and self-regulated learners" (Arends, 1998, p.12) and to improve schools. We develop this habit of mind by encouraging critical reflection and focusing on the critical questions addressed by Democratic and Knowledge Foundations which stress the importance of knowing what we teach, how we teach and why we teach.

Berliner (1982) began the discussion of the ways in which teachers are leaders within classroom and schools. What his work revealed is that teachers provide many of the same functions we attribute to those in leadership roles: we plan, motivate, assess, realign, delegate authority, and manage resources. The work of Cochran-Smith and Lytle, McNiff, Clandinin and Connelly, and Dewey enhance that vision of teacher as leader by describing the ways in which teachers create knowledge and implement change both in their own classrooms and within the schools in which they

work. Through our courses, teacher candidates are introduced to the structures of schools and the professional knowledge base with the intent that through their own work they will contribute to the improvement of both. Action research and mentoring programs are ways in which teacher candidates may experience contributing to the professionalization of teaching. (ISBE Teaching Standard #11) This work is strengthened, once again, by the focus on the Democratic and Knowledge Foundations throughout their coursework.

We are, also, committed to developing teacher candidates who meet state and national standards. The creation of state and local standards is part of the professionalization of teaching. Because we are committed to graduating teacher candidates who will not only be successful teachers but also leaders in their educational communities, it is essential that they grasp the importance of the standards movement and work toward ways to both become professionals and contribute to the profession of teaching.

At the completion of the program, candidates need to have demonstrated the following as evidence of the Knowledge Foundations:

- Represents and uses differing viewpoints, theories, “ways of knowing,” and methods of inquiry
- Uses contextual considerations in planning instruction that effectively bridges curricular goals and students' experiences
- Enhances learning through the use of a wide variety of materials as well as human and technological resources
- Varies role in instructional process (e.g., instructor, facilitator, coach, audience)
- Provides all students with equitable access to learning opportunities
- Uses language for fostering self-expression, identity development, and learning
- Models sensitivity to gender and cultural differences

- Asks questions and stimulates discussion in different ways for particular purposes (e.g., probing, problem-solving, risk-taking, curiosity, factual recall, convergent and divergent thinking)
- Develops and uses curricula that encourages students to see, question, and interpret ideas from diverse perspectives
- Uses a variety of media and communication tools, including audio-visual aids and computers
- Models appropriate verbal and nonverbal communication strategies in speaking, writing, and other media
- Selects and creates learning experiences that are appropriate for curricular goals, relevant to learners, and based upon principles of effective instruction
- Creates policies, lessons, and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress
- Uses ongoing assessment in the instructional process to identify strengths and promote student growth
- Uses a variety of formal and informal assessment techniques to evaluate individual and group progress and performances and modifies teaching and learning strategies
- Uses assessment strategies to involve learners in self-assessment activities in order to become aware of strengths and needs and to encourage individuals to set personal goals for learning.
- Evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work
- Maintains useful records of work and performance and communicates progress knowledgeably and responsibly
- Uses classroom observation, information about students, and research as sources of evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

Candidate, Faculty, and Program Assessment

Assessment issues are addressed at many levels of the Teacher

Certification Program both within and outside the Department of

Educational Studies at Knox College. Teacher candidates are assessed; teaching faculty are assessed; and the program is assessed.

Teacher Candidate Assessment

Within the Knox College community, the responsibility for assessing Knox College candidates for teacher certification is primarily the responsibility of the teaching faculty in the Department of Educational Studies. However, K-12 teachers and Knox College faculty outside the Department of Educational Studies also assess the candidates. Finally, the candidates for certification are assessed by the State of Illinois through the test of BASIC Skills and the content area skills tests.

Within the department, we assess the candidates' acquisition of the Illinois Teaching Standards for Teacher Certification and the knowledge acquired from their coursework. We have created a matrix that aligns key components of our program with the Illinois Teaching Standards. At the end of each Educational Studies course, the matrix is used as a guide for assessing candidates' development of qualities and character consistent with the Teaching Standards.

This assessment is in addition to the traditional grading which takes place during courses through papers, presentations, and examinations. Candidates' content knowledge and general education knowledge is assessed by review of the Educational Record (transcript) of study at Knox College,

through the Illinois State Content Specific Exam/s, and by the K-12 cooperating teachers during their student teaching experience. Knox College has a strong academic tradition, which means passing grades in courses generally reflect successful acquisition of specific knowledge.

When teacher candidates complete fieldwork assignments associated with course work for Educational Studies, the supervisors at the field sites complete evaluations for work. This happens during three out of the four 200 level foundation courses and during all the 300 level courses on curriculum and methods.

In addition to the assessment associated with course work, teacher candidates make formal application to the Educational Studies Program prior to taking 300 level education courses. These applications include written artifacts, evidence of passing the BASIC Skills test, and review of courses taken and GPA. They are evaluated by Educational Studies faculty. Students are then notified if they have been accepted into the program without conditions, or if they have been provisionally accepted to the program, pending remediation. If they are accepted provisionally, they are required to meet with their advisors to form plans for remediation. They are not allowed to student teach until they have made sufficient progress to meet the Department requirements.

Teacher candidates must also formally apply for student teaching. The student teaching applications are completed during their methods courses and are reviewed by Educational Studies faculty, K-12 school districts, and Knox College faculty outside of the Department of Educational Studies who serve on the Teacher Education Committee. The candidates are once again notified if there are areas that must be remediated prior to student teaching.

During their student teaching experience, candidates are observed by their K-12 cooperating teacher, a Knox College supervising teacher, and one Knox College faculty member outside the department of education. In addition, at the end of EDUC 340, students complete a portfolio in which they must demonstrate their competency in all areas specified in the program requirements.

Faculty Assessment

All non-tenured faculty members are evaluated by students at the end of each course. Tenured faculty members are evaluated by students at least once a year. Faculty members in tenure-line positions are held to the same standards as all other tenure-line faculty members at Knox College. Educational Studies faculty members are obligated to publish current research in order to ensure national or international level peer review. In

addition, Educational Studies faculty members are evaluated according to a rigorous tenure process of peer review.

Program Assessment

The Teacher Certification Program at Knox College is regularly assessed informally and formally within the Department of Educational Studies and outside the department. Educational Studies faculty holds weekly planned department meetings to discuss the program, and five times a year; we have advisory meetings with the Teacher Advisory Committee. This committee was setup specifically to monitor the teacher certification program and the level of preparation of our candidates from the perspective of current K-12 teachers in the local area schools. Changes to the major in terms of the development and revision of new courses are reviewed by the College-wide faculty lead Curriculum Committee.

From the candidate, faculty and program assessment, we have implemented changes in course requirements and content to better prepare the candidates.

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