

EDUCATION

Relationship of Programs to the Institutional Mission

The programs offered by the Education Department clearly reflect the college mission statement and purposes. The major goal of each of these programs is to provide a range of experiences for qualified candidates to become successful beginning teachers in elementary and secondary schools. The descriptions of the system of evaluation procedures which follows is indicative of our efforts to continuously appraise both individual candidate progress and program effectiveness toward meeting this goal.

Programs offered through this department are designed specifically to prepare candidates to achieve specific state-prescribed and professionally advocated outcomes for each field. Candidates conclude their four-year programs by obtaining professional certification credentials and securing the means of achieving entry into a personally satisfying profession. In response to public school needs and candidate interests, Monmouth College provides a wide range of programs leading to teacher certification, which are formally approved by the Illinois State Board of Education (ISBE). Candidates successfully completing the specific requirements for one or more of the following programs and who pass the appropriate state competency tests are entitled to obtain initial teacher certification.

Elementary certification - This certificate is valid for teaching grades kindergarten through nine (K-9). Monmouth College offers areas of concentration in the following fields:

Fine Arts	Language Arts/English
Foreign Language	Mathematics
General Science	Social Science

Secondary certification - This certificate is valid for teaching grades six through twelve (6-12). Monmouth College offers teaching majors for this type of certificate in the following fields:

Art	History	Physical Education
Biology	Latin	Physics
Chemistry	Mathematics	Political Science
English	Music	Spanish

Special certification - This certificate is valid for teaching grades kindergarten through twelve (K-12). Monmouth College offers teaching majors for this type of certificate in the following fields:

Art	Physical Education
Music	Transitional Bilingual (Spanish)

Schools as social sub-systems in our society are by their nature democratic and pluralistic enterprises. Candidates in our programs are fully informed about this concept through instruction and are required to actively participate in public school environments continuously from their freshman through senior years. They are fully immersed in the process of educational decision making and learn first hand by engaging in this activity.

Candidates in all of our programs (elementary, secondary, special) are provided a full range of campus-based academic experiences and in-school opportunities that emphasize the teacher as creator of educational environments. This includes fostering belief in the value of all individuals, the need to guide candidates to an understanding of society and their role as citizens in a democratic community. This preparation includes the promotion of personal reflection about the role and importance of the teacher in a community and the continuous need for self-appraisal as a professional. Throughout the several stages of becoming a teacher, candidates are impressed with the need to become personal and empathetic caretakers as the curriculum throughout emphasized the melding of content knowledge in one's field, instructional techniques, theoretical perspective and attitudinal understanding.

In the end, it is our goal that candidates prepared by Monmouth College are soundly grounded in their discipline, know how to deliver effective instruction enthusiastically, and develop a caring and concerned approach to their students. By the very nature of our field, programs sponsored by the Education Department in a variety of ways link to each of the college's purposes. We believe that the integrated educational and personal experiences provided by the institution promote these outcomes.

Education Department Assessment Activities Overview

Level	Freshman	Sophomore	Junior	Senior	Follow Up
Individual Candidate Assessment	EDUC200 – The Teacher and the School -Standard classroom evaluations -Four-year plan analysis -Teacher aide evaluation -Self-evaluation of teacher aiding -Personal reflection -Faculty individual appraisal -C or better to proceed	EDUC201 – Educational Psychology EDUC203 – Exceptional Child -Standard classroom evaluations -Teacher aide analytic journal -Teacher aide evaluation -Self-evaluation of teacher aiding -Supervisor’s report of aiding -C or better to proceed -Apply to Teacher Education Program State Basic Skills Test	EDUC300-level Series: Elementary and Secondary -Standard classroom evaluations & micro-teaching critiques -Several special aiding assignments; teacher written evaluations -Self-evaluation of teacher aiding -Teacher aide analytic journal -Classroom discussion critiques -Apply for admission to student teaching State Content Area Test	EDUC450/451/452: Student Teaching -Ongoing classroom critiques of teaching -Cooperating teacher written evaluation -Journal analysis of performance -Student teacher self-evaluation -Evaluation of cooperating teacher -Developmental portfolio -Analysis paper State Assessment of Professional Teaching Standards Test	-Occupational follow up survey of May graduates -Two-year follow up study related to program satisfaction
Program Assessment	-Accumulation of data from sources above	-Appraisal data from sources above	-Appraisal data from sources above	-Seminar discussion analyzing overall program effectiveness -Appraisal data from sources above	-Teacher Education Subcommittee analysis of follow up study results

Additional Evaluation Steps:

Teacher Education Program Subcommittee – Ongoing input from Education Department faculty, college faculty and staff, Education candidates, and area teachers

State Seven-Year Periodic Review – Comprehensive evaluation of all teacher preparation programs

Sequence of Course Work and Field Experience Requirements

Candidates enrolled in a professional education program (elementary, secondary, special) normally proceed through a prescribed order of course work and field experiences from their freshman through senior years. Each candidate is continuously evaluated regarding his or her individual progress. Simultaneously, information gathered about candidates is used for overall program assessment. An overview of the total process is presented in the schematic on the previous page. Each of the steps involved and types of information generated are described below.

EDUC200 – The Teacher and the School (Freshman Year)

In addition to the typical classwork evaluations of candidate performance, each candidate must develop a personal four-year academic plan formulated to meet graduation and certification requirements. This self-analysis provides specific direction to each candidate's program and the collective data extracted yields information for the department concerning future curricular planning.

Each candidate must successfully complete a teacher aide assignment for which the candidate is evaluated on his or her participation. Each candidate also completes a self-analysis of the value of the assignment. In addition, the coordinator of teacher aides gathers information from cooperating teachers regarding individual performances. Comments regarding program suggestions are obtained from candidate analyses.

Each candidate personally reflects upon and decides whether to proceed towards teacher certification based upon information gained during this course. A grade of C or better in the course is required to continue in the 200-level sequence of professional Education courses. A candidate may retake the course if he or she is not successful in earning the minimum necessary grade.

EDUC201 – Educational Psychology EDUC203 – Characteristics of Exceptional Children (Sophomore Year)

These two courses are taken typically during the sophomore year. Again, standard classroom evaluation procedures are applied to assess individual candidate performance. In addition, candidates participate in teacher aide assignments during Educational Psychology. A personal journal is maintained which involves self-analysis of candidate involvement. At the close of the assignment, cooperating teachers submit written evaluations of candidates' participate and each candidate writes a personal closing self-analysis regarding his or her experience. A course grade of C or better is required in EDUC201 to proceed to the next stage, applying for admission to the Teacher Education Program.

Program evaluation information is gained via review of journal, analysis obtained from cooperating teacher reports and candidate self-analyses.

EDUC 300-level Series of courses:
Elementary Education (303, 330, 331, 332, 333, 336, 337)
Secondary Education (303, 340, and Content Methods Course)
(Junior Year)

Candidates must be formally admitted to the Monmouth College Teacher Education Program prior to registering for enrollment in 300-level professional education courses.

The main topic of these courses is instructional methodology. Again, standard in-course evaluations are applied by instructors to obtain individual candidate performance information. In addition, more specialized field experiences are required including microteaching, unit planning, lesson planning and analysis. Cooperating teachers provide detailed individual evaluations of candidates' performance, candidates develop critical journals and self-evaluation reports.

Program assessment information is gleaned from journals, teacher evaluations, and candidate self-analysis reports. Again, in-class sources, including personal course evaluation forms instructors use, provide helpful program effective measures.

EDUC450 – Student Teaching
EDUC451 – Student Teaching Seminar
EDUC452 – Analysis of Student Teaching
(Senior Year)

Candidates must be formally admitted to student teaching prior to registering for enrollment in these courses.

During the senior year, approved teacher candidates enroll for a full semester of student teaching. Several individual assessments are performed during this experience. During their student teaching assignments candidates are continuously critiqued by cooperating teachers and college supervisors based using their classroom observations. At the close of the assignment, the cooperating teacher writes a formal evaluation of the candidate's overall performance, and each candidate writes a detailed self-analysis of his or her performance. This self-analysis also includes a program critique of the total college and major programs. In addition, each candidate writes an anonymous evaluation about his or her four-year experience including evaluation of the general education program, major, and professional education components.

Candidates create a professional developmental portfolio aligned to the Illinois Teaching Standards. This developmental portfolio includes artifacts and their connection to the areas of Professional, Language Arts, and Technology Standards. Candidates write an analysis paper reflecting on their 15-week student teaching experience.

Program evaluation data are obtained from student teacher analyses, cooperating teacher feedback and during a formal seminar discussion focused upon teacher education program evaluation by the student teacher group.

Application for Admission to the Teacher Education Program

Formal admittance to the Teacher Education Program at Monmouth College may be initiated by a candidate through completion of the Teacher Education Program Admittance Application. Prior to completing the application candidates must have earned a grade of C or higher in EDUC 200, The Teacher and the School, and EDUC 201, Educational Psychology.

The following criteria is used to determine admittance to the Teacher Education Program:

- Complete application for admittance to the Monmouth College Teacher Education Program
- Official documentation from the Illinois Certification Testing System (ICTS) on file in the Education Department of a passing score on the Basic Skills Exam.
- An above average cumulative Monmouth College grade point average (2.260 minimum).
- Documentation on file that supports the completion of at least one successful teacher aiding experience supervised through the Monmouth College Education Department.
- Monmouth College transcript posted with a grade of C or higher in EDUC 200 – The Teacher and the School, and EDUC 201 – Educational Psychology.

PROGRAM ADMITTANCE SCALE

	1	0	-1
Basic Skills Test	Pass and cum of 266 (76) & above	Pass and cum of 240-265 (70-75)	Fail = Automatic Denial
GPA	2.501 & above	2.500-2.260	2.259 & below
Field Experience Evaluations	2+	1+ or 1+ & 1 –	0+ & 1-
EDUC 200 Grade	A/A-/B+	B/B-/C+/C	C- or below
EDUC 201 Grade	A/A-/B+	B/B-/C+/C	C- or below

Full Admittance = mean score above 0.4

Conditional Admittance = mean score between 0.0 – 0.2

Denied Admittance = mean score below 0.0 or fail of Basic Skills Exam

The Teacher Education Program Subcommittee will consider completed applications at its monthly meeting held the first Monday of each month during the academic year. Candidates will be advised of the status of their admittance (admittance, conditional admittance, denied admittance) once it has been acted upon by the Subcommittee.

Application for Admission to Student Teaching

During the junior year each candidate who proposes to student teach the following year must formally apply for admission to student teaching.

Approval to enroll for student teaching requires that the candidate meets all criteria listed below:

- Must make formal application to the Teacher Education Subcommittee of the Curriculum Committee
- Must have earned a minimum 2.5 cumulative Monmouth College grade point average
- Must have earned grades of C or higher in Major courses
- Must have earned grades of C or higher in Education courses
- Must have earned grades of C or higher in Second Teaching Field courses, Area of Concentration courses
- Must complete IP or I grades before the student teaching semester
- Must be recommended favorably by at least two faculty
- Must have obtained passing scores on the State Content Test for his/her major
- Must have completed a minimum of 100 clock hours of teacher aiding
- Must have completed at least two successful teacher aiding experiences through the Monmouth College Education Department; one at the 300-level
- Must have a demonstrated record of responsible and mature behavior during his/her college career
- Must meet those academic and personal criteria recorded on the departmental recommendation forms by which candidates were judged at the time of admission to student teaching

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State Certification Testing System

Assessment information external to the institution is obtained as candidates complete state-mandated minimum competency tests. Each candidate must pass a State Basic Skills Test, State Content Area Test in his or her major, and a State Assessment of Professional Teaching Standards Test to obtain initial teacher certification. Specific performance results are fed back to the candidate and an accumulation of this data is reported to the College. Levels of performance are indicators of individual strengths and weaknesses, and the institutional data reflects upon individual programs involved. This information is reported to the Teacher Education Subcommittee, the Curriculum Committee, and to each respective department. Several departments have made programmatic revisions based on such results.

State Periodic Review of Teacher Education Programs

State peer evaluation teams visit campus on a seven-year cycle to formally review current institutional and individual program operations as related to state standards. A formal self-evaluation report is prepared for this that involves a great deal of self-assessment activities. As a result of the team's visit a critical analytic report is generated. The institution is judged by the State Certification Board concerning program continuation and changes required. This total process entails a comprehensive system of program evaluation. Many positive program changes have resulted from this routine over time.

Placement Information

An important measure of individual achievement and program effectiveness is the success of candidates in obtaining teaching positions. Each fall an occupational survey is conducted among recent teacher education graduates. This placement data and graduate descriptive feedback provide assessment information useful for dealing with current candidates and making program adaptations.

Two-Year Follow Up Study

During the spring of the second year following program completion, teacher education graduates are surveyed concerning their views about program effectiveness. This survey entails questions regarding education coursework and field experiences, major coursework and the general education impact related to the graduates' current working situation. This information is furnished to the Teacher Education Subcommittee, the Curriculum Committee, and to particular departments involved.

Teacher Education Program Subcommittee

Information concerning appraisal of teacher education programs and advice regarding program development is obtained from our Teacher Education Program Subcommittee at its monthly meeting during the academic year. The Subcommittee consists of Education Department faculty, college faculty and staff, Education candidates, and area teachers.

Conclusion

The Education Department obtains a continuous flow of information relative to individual candidate performance and in relation to overall program functioning from a variety of sources – classroom, candidate field experiences, feedback from practitioners, and follow up studies. This information has led to many program revisions and adaptations. This is an integral part of Education Department operation and is viewed as a significant asset for our programs.