

NORTHWESTERN UNIVERSITY

Evanston, Illinois

2003-2004 Title II Report

Mission:

The mission of the School of Education and Social Policy (SESP) is to understand and improve learning in communities, conceptualized as groups of people working together in structured social and/or technical environments that influence human development. Viewed in this way, learning environments include not only schools and classrooms but also workplace settings, families, neighborhoods and other societal arrangements in which learning takes place. Through their broad-based interdisciplinary research, their teaching and their outreach activities, SESP faculty strive to better understand how social, psychological, and economic factors shape human development and learning, and how related pedagogical, technological, and social policy innovations can benefit human lives.

Teacher Preparation Programs:

Northwestern offers 14 baccalaureate and five graduate level programs leading to State teacher certification. In addition, the NU Teach program in partnership with GATE and ICTC provides alternative routes to certification. The Urban/Suburban Northwestern Consortium also provides professional development for aspiring, as well as certified teachers.

Student Characteristics:

Of the approximately 155 graduate and under-graduate students enrolled in the traditional certification programs, 75% are female and 25% are of racial/ethnic minorities. Women make up 70% of the alternative route internship and approximately 25% of all of the interns are minority.

Admission Requirements:

A passing score on the Illinois Basic Skills test is a pre-requisite for admission to any certification program. Undergraduates are admitted into the School of Music and the School of Education and Social Policy as incoming freshmen or can transfer in later with a 2.5 GPA. Non-music teachers must successfully complete a 50 hour practicum experience before being admitted into the student teaching component. MS and MA students must submit GRE results and essays before being admitted. The GRE is not required of alternative certification applicants.

Accreditation:

Northwestern University's education programs are accredited by the Illinois State Board of Education.

CONTEXTUAL INFORMATION

Teacher Education Vision:

Northwestern teacher preparation programs are committed to fostering change and innovation through inquiry grounded in research and reflection. The professional development curriculum across all programs is grounded in visions of learning, learner, and teaching that grew out of the School's mission. The vision of learning incorporates attention to candidate thinking, learning as a social process, authentic experience in learning, and the use of technologies to promote learning. The candidates are viewed as lifetime learners who will continue to develop in a variety of social contexts and whose diverse backgrounds should always be viewed as a resource. Finally, the vision of teaching is to connect theory to practice through research and reflection.

Best Practices:

- Emphasis on the teacher as reflective thinker, teacher as researcher; training in skills of observation and analysis;
- Development of questioning and discussion leading skills; in-depth investigations of how students learn;
- The use of technology to enhance learning experiences;
- The cultivation of sensitivity to the needs and resources of multicultural curricula and classrooms;
- The continuous study of theory as illuminated and confirmed/disconfirmed by practice, and practice as questioned, explained, and modified from the perspective of theory.

Notable Features and Accomplishments:

- Student Laureate Award from the Lincoln Academy of Illinois and a Fulbright grant finalist award were received by Music Education seniors as well as a Fulbright award to an MS Ed graduate this year.
- The Master of Science in Education program celebrated its 20th anniversary in May 2004, with Alex Kotlowitz as guest speaker.
- NU-TEACH, Northwestern's alternative certification program in collaboration with Golden Apple and Inter-City Teach Corps, announced an average retention rate of 75 percent from 1998 through 2003.

Program Information for Northwestern Illinois University 2002-2003

Traditional and Alternative Teacher Preparation Programs

S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 2003-2004	223
S.2 Number of students in supervised student teaching in academic year 2003-2004	161
S.3 Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	6
➤ 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	29
S.4 Total faculty student teaching supervisors	36
S.5 Student teacher/faculty ratio	4.5/1
S.6A The average number of student teaching hours per week	28
S.6B The total number of weeks of supervised student teaching required (* for traditional program only)	*10
S.7 Average total number of hours required	280