

**CONTEXTUAL INFORMATION**

***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 12% are of racial/ethnic minorities. Women make up 66% of the alternative route internship and approximately 32% of all of the interns are minority.

***Admissions Requirements:***

Admission to Teacher Education Program: Admission to the teacher education program requires a passing score on the basic skills test plus meeting the GPA requirements for the program.

Admission to Student Teaching: Admission to student teaching requires a passing score on the ICTS content area exam, maintaining the minimum GPA requirement for the program, a passing score on the first digital portfolio checkpoint, successful completion of the state required pre-student teaching field experiences and relevant methods courses.

***Accreditation:***

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

***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:***

- Roel Vivit, an alum of the NU -Teach alternative certification and MEd program, won the Golden Apple Award last year, 2005.
- NIH Grants awarded to our SLP faculty in 2004-2005
- Booth, Amy, Assessing the Impact of Function on Early Categorization \$146,755.00
- Marian, Viorica, Memory and Language in Bilinguals \$74,250.00
- Thompson, Cindy, Development and Evaluation of a Virtual Aphasia Clinician \$347,750.00
- Thompson, Cindy, Neural Correlates of Aphasia Treatment and Recovery:fMR \$2,963,781.00
- Zheng, Jing, Investigating the Nature of Prestin-Associated Proteins \$296,418.00

<b>Program Information for Northwestern University 2004-2005</b>
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<b>S.1</b> Total number of students admitted into teacher preparation, all specializations, in academic year 2004-2005	<b>223</b>
<b>S.2</b> Number of candidates in supervised student teaching in academic year 2004-2005	<b>179</b>
<b>S.3</b> Number of faculty members who supervised student teachers:	
➤ <b>S.3A</b> Full-time faculty in professional education	<b>6</b>
➤ <b>S.3B</b> Part-time faculty in professional education but full-time in the institution	<b>3</b>
➤ <b>S.3C</b> Part-time faculty in professional education, not otherwise employed by the institution	<b>27</b>
<b>S.4</b> Total faculty student teaching supervisors	<b>36</b>
<b>S.5</b> Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	<b>5/1</b>
<b>S.6A</b> The average number of student teaching hours per week	<b>28</b>
<b>S.6B</b> The total number of weeks of supervised student teaching required (* for traditional program only)	<b>*10</b>
<b>S.7</b> Average total number of hours required	<b>280</b>