

CONTEXTUAL INFORMATION

Mission:

The Graham School of General Studies was established as one of the original divisions of the University at its founding in 1892. Its mission is to extend to a broad community the University's intellectual resources and unique commitment to an intellectually rigorous approach to learning and scholarship through the provision of part-time and flexible forms of study that meet the needs of students for applied professional skills and knowledge and personal development.

The Graham School's mission, as the Education Unit, focuses on the intentions of the University to prepare students to actively pursue the knowledge required to assure effective practice and to provide them the knowledge and skills required to be dynamic leaders and practitioners in the nation's schools.

Teacher Preparation Programs:

The University currently offers one teacher preparation program, a Master of Arts in Teaching degree in elementary education that also results in elementary education certification. The Urban Teacher Education program is currently open to undergraduates enrolled at the University of Chicago. It begins in the senior year with a three-quarter course sequence. Following graduation with a Bachelor's degree (in a field other than education), the program continues with five additional quarters of work including a full year clinical internship, and graduates are supported for two years as new teachers.

Student Characteristics:

All of the students in the Urban Teacher Education Program begin their coursework as undergraduates at the University of Chicago. The first two cohorts have graduated with a total of 15 women and 3 males. Five of the graduates are students of color. Currently the third cohort is in its internship year and the fourth cohort is in the middle of its first year. The third cohort is comprised of eight women and one man. 4 of the students are students of color. The fourth cohort is comprised of 13 students, 7 women and four men. Six students in that cohort are students of color. Among the four cohorts, undergraduate concentrations include human development, mathematics, biology, psychology, history, Spanish, English, religious studies, philosophy, and chemistry.

Admissions Requirements:

Admission to Teacher Education Program: Applicants must possess strong written and oral communication skills, have experience working in schools or with children, and have evidence of strong commitment to social justice. Three letters of reference, a GPA of 2.5 or higher, an interview, and a school visit are all part of the admissions process.

Admission to Student Teaching: Candidates are admitted into the internship year (student teaching) if they successfully complete an MAT application, and if the work from their first year in the program demonstrates successful completion of all academic and clinical experiences. Additionally, evidence of unit dispositions are evaluated and the candidate must show evidence of these dispositions in his/her work.

Accreditation:

University of Chicago is accredited by the North central Association of Colleges and Schools.

The Education Unit and professional preparation programs are accredited by the Illinois State Board of Education.

Teacher Education Vision:

Within this institutional context, the vision of the Education Unit's school preparation programs is an extension of the University's mission to create and use knowledge as the foundation for informed practice. The vision of the Education Unit addresses both school professionals--teachers and social workers—and the students whose lives they affect. The Education Unit envisions school professionals who:

- Are equipped with the knowledge and skills to guide and inspire all students to reach their full potential for self and community, with appropriate regard to social and economic circumstances.
- Are leaders of professional and social change within the schools in which they work.

Best Practices:

The Urban Teacher Education Program is based on the work of the Literacy Collaborative and emphasizes a balanced approach to literacy instruction with embedded assessments and a variety of practice in situations requiring reading and writing. Clinical experiences (including student teaching) take place in schools with strong commitments to balanced literacy and to a school community that supports social, emotional, and physical well being as essential supports to academic learning. Clinical instructors (mentor teachers) are considered adjunct faculty and receive guidance and training in coaching and in successful approaches to supporting new teachers. Graduates of the program are supported for two full years through the California New Teachers Center with which the Urban Teacher Education program is affiliated.

Notable Features and Accomplishments:

The Urban Teacher Education program graduated its first cohort in the summer of 2005 and its second cohort in the summer of 2006.

Program Information for University of Chicago 2005-2006
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S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 2005-2006	9
S.2 Number of candidates in supervised student teaching in academic year 2005-2006	9
S.3 Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	0
➤ S.3B Part-time faculty in professional education but full-time in the institution	2
➤ S.3C Part-time faculty in professional education, not otherwise employed by the institution	1
S.4 Total faculty student teaching supervisors	2
S.5 Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	9/2=4.5
S.6A The average number of student teaching hours per week	32
S.6B The total number of weeks of supervised student teaching required	40
S.7 Average total number of hours required	1280