

CONTEXTUAL INFORMATION

Mission:

The School of Education and Social Policy (SESP) is committed to excellent teaching, innovative research and the personal and intellectual growth of its students. There are three schools in SESP each of which has its own mission. A common thread between each program is fostering improvement and innovation through inquiry grounded in reflection and research.

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 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 program completers for the reporting year 16 % were male; a total of 9 % self reported as black; 7 % Hispanic; 6 % Asian; 4 % did not report.

Admissions Requirements:

Admission to Teacher Education Program: 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. MS and MA students must submit GRE results and essays before being admitted. The GRE is not required of alternative certification applicants.

Admission to Student Teaching: Requires successful completion of the 100 hour practicum and methods courses, meeting academic GPA requirements for the program, and a passing score on the ISBE Content Exam.

Accreditation:

Northwestern University is accredited by the State of Illinois. The most recent re-accreditation review took place in 2006

Teacher Education Vision:

The Northwestern University Teacher Preparation programs has a vision of learners that focuses on understanding student thinking about the subject matter; reflection and research as a means of learning; learning as a social practice; authentic experience; use of technology to extend learning opportunities and thinking; lifelong view of learning and development shaped by social contexts; student diversity as a resource for the educational community; connection of theory to practice; and professional conduct that is responsible and ethical.

Best Practices:

- The MS Ed teacher preparation programs foster diverse and reflective learning partially through both urban and suburban field placements; and the Master's Project promotes candidate thinking and authentic experiences in learning.
- The LD program's Learning Clinic utilizes and instructs teacher candidates on how to use the most up to date technology in diagnostics and remediation.

Notable Features and Accomplishments:

- Sumitrajit Dhar, Communication Sciences and Disorders professor, was the recipient of the American Speech Language Hearing Association's (ASHA) Early Career Contributions in Research award for 2006.
- Carol Lee, School of Education & Social Policy Professor, was elected President of American Education Research Association for 2009.

Program Information for Northwestern University 2006-2007	
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S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 2006-2007	273
S.2 Number of candidates in supervised student teaching in academic year 2006-2007	170
S.3 Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	12
➤ 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	28
S.4 Total faculty student teaching supervisors	42
S.5 Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	4.04/1
S.6A The average number of student teaching hours per week	29
S.6B The total number of weeks of supervised student teaching required	10
S.7 Average total number of hours required	---