**ELEMENrARY TEACHING**

SESP's interdisciplinary elementary teaching concentration combines subject-area courses in the fields of Physical, Life, and Earth and Space Sciences, Civics and Government, Economics, Geography, Literature and Fine Arts, Historical Studies, and Mathematics/Statistics chosen from SESP and the Weinberg College of Arts and Sciences with courses in child and adolescent development, elementary education theory and methods, and urban education. In addition to the elementary teaching concentration-specific requirements, such as foundational, concentration cluster, and methods courses, elementary teaching candidates must also complete SESP's Core courses, electives, distribution requirements, global engagement overlay, and Heterogeneities, Systems and Inequalities overlay. The program leads to an Illinois Professional Educator license as well as a bachelor of science in education and social policy degree. The degree is 42 units.

Similar to the other SESP concentrations, which have a four unit practicum in the third year, elementary teaching students must complete a one-quarter student teaching internship in the last year while enrolled in TEACH_ED 387-0 Student Teaching: Elementary.

Weinberg College of Arts and Sciences students who wish to pursue elementary teaching licensure must apply to the program by the fall of their third year and complete the requirements of the elementary teaching concentration. They also must complete the degree requirements of the Weinberg College of Arts and Sciences.

Students must also complete the Undergraduate Registration Requirement (https://catalogs.northwestern.edu/undergraduate/requirements-policies/undergraduate-registration-requirement/) and the degree requirements of their home school.

**Total requirements—42 units**
- Distribution requirements—10 units
- SESP core—8 units
- Foundations Courses—5 units
- Concentration Cluster Courses—11 units
- Electives—8 units

Plus the SESP Overlay Requirements: Global Engagement, Methods in Context, and Heterogeneity, Systems, and Inequalities

Plus additional licensure requirements of:*
- History courses taken through the historical studies distribution requirement
- Literature courses taken through the literature and fine arts distribution requirement
- Math and statistics courses taken through SESP 210-0 and 1 formal studies distribution requirement
- Physical science, life science, and earth and space science courses; 2 of these courses can be taken through the natural science distribution requirements, 1 course is a part of the concentration course requirement.

* All licensure requirements are included in the 42 units needed for the degree.

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**Overlay Requirements*  

* Overlay requirements are fulfilled by courses taken for the concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td><strong>Global Engagement</strong></td>
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<td>1 quarter of study abroad or 3 quarters of foreign language or equivalent.</td>
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<td><strong>Heterogeneities, Systems, and Inequalities</strong></td>
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<td>1 course counted towards the concentration: HDC 305-0, LOC 214-0, LOC 214-BR, LOC 351-0 (Identities, Intersection, and Organizations), LRN_SCI 202-0, LRN_SCI 214-0, LRN_SCI 302-0, LRN_SCI 309-0, SESP 251-0 (Finding Your Path: Future Possibilities and Social Change) and (Community Research Methods: Educational Justice), SESP 317-0, SESP 320-0, SESP 323-0, SESP 324-0, SESP 325-0, SESP 351-0 (Computing, Ethics, and Society or Public Learning Through the Arts), SOC_POL 313-0, SOC_POL 315-0, SOC_POL 331-0, SOC_POL 333-0, SOC_POL 351-0 (Intersectional Identities and Public Policy or Urban Education Policy and Practice) TEACH_ED 302-0, TEACH_ED 351-0 (Cognition and Culture in Teaching and Learning), TEACH_ED 341-0</td>
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<tr>
<td><strong>Methods in Context</strong></td>
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<td>1 course counted towards the concentration: HDC 330-0, HDC 351-0 (Mapping and Spatial Analysis for Social Issues), LOC 308-0, LOC 311-0, LRN_SCI 301-0, LRN_SCI 309-0, LRN_SCI 313-0, LRN_SCI 326, LRN_SCI 351-0 (Sports, Technology and Learning), LRN_SCI 372-0, SESP 204-0, SESP 251-0 (Demystifying Quantitative Data and Community Research Methods: Educational Justice), SESP 310-0, SESP 323-0, SESP 324-0, SESP 351-0 (Public Learning or The Life Story Interview) , SOC_POL 330-0, SOC_POL 331-0, SOC_POL 332-0, SOC_POL 333-0, SOC_POL 334-0</td>
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1 For Elementary Teaching students, any TEACH_ED Methods course can also fulfill this overlay requirement: TEACH_ED 311-0, TEACH_ED 312-0, TEACH_ED 323-0, and TEACH_ED 326-0.

**Teacher Preparation Program**

Students who wish to be licensed as teachers must apply to the SESP Teacher Preparation Program. This program is approved by the Illinois State Board of Education. Completion of the courses alone does not result in licensure, nor is licensure required for completion of the SESP degree.

**Application and Admission**

Students apply to the Teacher Preparation Program by the fall of their third year. To be admitted, they must have a minimum overall GPA of 2.5 and a minimum GPA of 3.0 in the subject-area courses in the fields of Physical, Life, and Earth and Space Sciences, Civics and Government, Economics, Geography, Literature and Fine Arts, Historical Studies, and Mathematics/Statistics chosen from SESP and the Weinberg College of Arts and Sciences. Additional admissions requirements include two letters of recommendation and responses to selected essay prompts. Students must be eligible for entrance to the program no later than the end of fall quarter of their third year.

**Clinical Experience**

Students in the Teacher Preparation Program complete two clinical experiences: a school practicum (typically during fall of the last year); and student teaching (typically during winter of the last year).

To be eligible for the clinical experiences, students must have met the GPA requirements for and been admitted to the Teacher Preparation Program. Students need to be on track to have completed a minimum of 9 courses in the elementary teaching subject area by the end of the practicum term for placement with a teacher mentor at a local school.
Additionally, students must be available to begin the practicum at the start of the field-site placement’s academic school year. Please note that the students’ practicum/student teaching field-site placement can be postponed, stopped or withdrawn due to concerns over their health or academic or professional performance.

Clinical experiences gained at the field-site are central to the discussion of methods and theories in the practicum seminar TEACH_ED 377-0 Theory and Practice of Teaching. Elementary Teaching and the Elementary methodology courses TEACH_ED 311-0 Elementary Science Methods, TEACH_ED 312-0 Elementary Social Studies Methods, TEACH_ED 323-0 Elementary Literacy Methods & Content, and TEACH_ED 326-0 Elementary Math: Methods and Content.

To be eligible for student teaching, students must have successfully completed the applicable Elementary methodology courses TEACH_ED 311-0, TEACH_ED 312-0, TEACH_ED 323-0 Elementary Literacy Methods & Content and TEACH_ED 326-0 Elementary Math: Methods and Content as well as TEACH_ED 377-0 Theory and Practice of Teaching; Elementary Teaching, earned a passing score on the applicable ILTS Content-Area Test, fulfilled minimum GPA requirements for student teaching, completed 9 elementary teaching subject–area courses and have been recommended for continuation to student teaching. Most school districts also require a criminal background check.

Student teaching involves full-time placement in a local school for the entire quarter. Teacher candidates attend an evening seminar (TEACH_ED 387-0 Student Teaching: Elementary). The internship and seminar together earn 4 units. No other courses are taken concurrently. Teacher candidates are evaluated by their school mentor, a Northwestern supervisor, and the seminar instructor.

**Other Licensure Requirements**

In addition to successful completion of the clinical experiences, all teacher candidates must successfully complete the Teacher Performance Assessment, at the end of the practicum.

**Recommendation for Licensure**

Students are recommended for licensure when they successfully complete degree requirements, earn a rating of recommendation for licensure for practicum/student teaching and pass all outside tests as noted above. Although legal requirements for licensure vary from state to state, the SESP Teacher Preparation Program is flexible enough to permit students who plan carefully to complete provisional requirements for most states. As it is easier to obtain a teaching license in another state through reciprocity than through independent certification, all students who complete the program and are eligible are encouraged to apply for an Illinois license before leaving the state.

Students should apply for the license immediately upon graduation. Teacher Preparation Program graduates who are recommended, but do not apply for certification upon graduation may not be eligible for certification at a later date due to changes in state requirements.

The Illinois School Code has provided that school districts may not recommend, but are eligible are encouraged to apply for an Illinois license before leaving the state.

The course is designed to build your knowledge and skills at making science learning more meaningful for elementary students, based on current ideas and research about how teachers learn to teach science and how students learn science.

**Program of Study**

- **TEACH_ED 301-0 Schooling in America (1 Unit)** This course will explore the development of schools in the United States by understanding the ideologies and decisions (pedagogical and political) that have shaped schools over 200 years.

- **TEACH_ED 302-0 Social Contexts of Education (1 Unit)** Societal structures that organize, supply, and channel individual learning experiences and how they provide the formal and informal settings in which social interaction takes place, particularly in urban settings. How participation in these socializing settings molds the development of individuals’ capacities and forms their goals. Taught with LRN_SCI 302-0; may not receive credit for both courses.

- **TEACH_ED 304-0 Seminar on Teaching: Introduction to Schooling in Communities (1 Unit)** Action research methods— including observation/field notes, interviewing, and artifact analysis—as means to understanding how schools work and how theory and practice relate. Includes 30 hours of field experience.

- **TEACH_ED 309-0 Speech & Communication in the School Environment (1 Unit)** Communication in the classroom and school environment for teacher and student. Basic public speaking, interpersonal communication, creating a positive climate for classroom discourse, facilitating group activities.

- **TEACH_ED 310-0 Foundations of Learning in a New Language (1 Unit)** Historical, political, sociocultural, and educational practices that impact linguistically and culturally diverse learners in American schools.

- **TEACH_ED 311-0 Elementary Science Methods (1 Unit)** This course is designed to build your knowledge and skills at making science learning more meaningful for elementary students, based on current ideas and research about how teachers learn to teach science and how students learn science.

- **TEACH_ED 312-0 Elementary Social Studies Methods (1 Unit)** This course provides students with an overview of the field of social studies, selected issues in the field and research based strategies for teaching social studies to elementary students.

- **TEACH_ED 313-0 Problems in the Philosophy of Education (1 Unit)** Classical and modern philosophies of education. Text interpretation, analysis of ideas, argument construction; relationship of philosophy to educational issues. Students develop their own philosophy of education.

- **TEACH_ED 314-0 Math for Elementary Teachers (1 Unit)** Math for Elementary Teachers.

- **TEACH_ED 318-0 Teaching Math: Geometry (1 Unit)** The course is intended to deepen conceptual understanding of middle school and high school geometry topics, especially as related to attributes and relationships of geometric objects.

- **TEACH_ED 319-0 Teaching Math: Statistics and Probability (1 Unit)** This course aims to effectively prepare teachers to help middle school and high school students “learn with understanding” the fundamentally important statistics and probability concepts and skills that are needed for today’s world and that are articulated in the Common Core State Standards.

- **TEACH_ED 321-0 Content Area Reading and Writing (Elementary) (1 Unit)** This class surveys various aspects of children’s literature: poetry, folk and fairy tales, picture books, and novels.
TEACH_ED 322-0 Content Area Reading and Writing (1 Unit)  
Theory and practical methods of reading methodology to enable teacher candidates to scaffold the literacy skills of English-language learners and students not reading at grade level.

TEACH_ED 323-0 Elementary Literacy Methods & Content (1 Unit)  
In the course participants will gain an understanding of the cognitive foundations of reading comprehension and their influence on methods of instruction and assessment, as well as the interrelationships between reading processes and language learning.

TEACH_ED 324-0 Critical Issues in Literacy (1 Unit)  
Continues on the work in MS_ED 422-0 and TEACH_ED 322-0, delving deeply into critical literacy issues.

TEACH_ED 326-0 Elementary Math: Methods and Content (1 Unit)  
The course provides an overview of mathematical topics taught in elementary and middle school. Course participants learn in small groups and reflect on their own and children's learning. Pedagogical contexts for the mathematical concepts are provided.

TEACH_ED 327-0 Educating Exceptional Children (1 Unit)  
Students with disabilities, including learning disabilities resulting from human development and/or accidents; understanding and application of approved emergency, educational, and rehabilitative activities; interrelationships with medical, health, and educational personnel.

TEACH_ED 328-0 Dynamics of Middle School Curriculum (1 Unit)  
Identifying and understanding the effects of middle school dynamics (principles, structures, and practices) on classroom learning and instruction. Focuses on the development and social problems of fifth through eighth graders.

TEACH_ED 329-0 Cognition and Culture in Teaching and Learning (1 Unit)  
This course is an exploration of the theoretical foundations of research on culture and cognition and how to apply these ideas to views of learning and teaching in a variety of settings. Students enrolled in the course can still receive credit if LOC/LRN_SCI 214 has already been taken. This course builds on topics from LRN_SCI 301 with an emphasis on classroom environment.

TEACH_ED 333-0 Science Content for Teachers (1 Unit)  
This course utilizes a discussion format with a heavy emphasis on critical thinking and skills based activities. The inquiry/discussion approach will help us delve into the concepts of ecology & earth systems found on the Illinois Licensure Test.

TEACH_ED 334-0 Social Science Content for Teachers (1 Unit)  
Students will explore ways to select social studies content that is both meaningful and empowering for their students by engaging with texts that critically examine various social studies topics.

TEACH_ED 336-0 Instructional Design & Assessment (1 Unit)  
Students will gain an overview of various approaches to curriculum design and instructional models, and will investigate several kinds of assessments, including formative and summative, and how those assessments are linked to instructional design, teaching and learning. Opportunities will be given to practice grading, providing good feedback, and managing a class assessment system.

TEACH_ED 338-0 Learning and Teaching with Technology (1 Unit)  
Theory and practice of designing school environments that integrate new technologies and media. Taught with LRN_SCI 338-0; may not receive credit for both courses.

TEACH_ED 351-0 Special Topics in Teacher Education (1 Unit)  
Advanced work on special topics.

TEACH_ED 355-0 Methods & Techniques: World Languages (1 Unit)  
Analysis of research, teaching methodologies, and literature related to the content area. Focuses on learning experiences, methods, and educational techniques appropriate for elementary, middle school, and high school students. Concurrent registration in TEACH_ED 378-0 or TEACH_ED 379-0 required.

TEACH_ED 356-0 Methods & Techniques: English (1 Unit)  
Analysis of research, teaching methodologies, and literature related to the content area. Learning experiences, methods, and educational techniques appropriate for high school students.

TEACH_ED 357-0 Methods and Techniques: Secondary Mathematics (1 Unit)  
See description for MS_ED 456-0.

TEACH_ED 358-0 Methods and Techniques: Science (1 Unit)  
See description for MS_ED 456-0.

TEACH_ED 359-0 Methods & Techniques: Social Science (1 Unit)  
See description for MS_ED 456-0.

TEACH_ED 366-0 Middle Grades Methods & Techniques of Teaching: English (1 Unit)  

TEACH_ED 367-0 Middle Grades Methods & Techniques of Teaching: Mathematics (1 Unit)  

TEACH_ED 368-0 Middle Grades Methods & Techniques of Teaching: Science (1 Unit)  

TEACH_ED 369-0 Middle Grades Methods & Techniques of Teaching: Social Sciences (1 Unit)  

TEACH_ED 373-0 Topics in High School Math (1 Unit)  
Content varies.

TEACH_ED 375-0 Theory & Practice of Teaching : Math (1 Unit)  
Exploration of education theory in the seminar, plus 10 hours a week of fieldwork. Concurrent registration in the applicable methods and techniques course (TEACH_ED 355-0 - TEACH_ED 359-0) required. Prerequisites: TEACH_ED 304-0 and passing score on the ILTS Test of Academic Proficiency.

TEACH_ED 376-0 Theory & Practice of Teaching : Science (1 Unit)  
Exploration of education theory in the seminar, plus 10 hours a week of fieldwork. Concurrent registration in the applicable methods and techniques course (TEACH_ED 355-0 - TEACH_ED 359-0) required. Prerequisites: TEACH_ED 304-0 and passing score on the ILTS Test of Academic Proficiency.

TEACH_ED 377-0 Theory and Practice of Teaching: Elementary Teaching (1 Unit)  
The teaching practicum encompasses a ten-week period of part-time experience under the direction of two classroom mentors. It is performed two different sites – urban and suburban, is organized in conjunction with a subject-specific methods tutorial, and is accompanied by a weekly practicum seminar.

TEACH_ED 378-0 Theory and Practice of Teaching: Secondary Humanities (1 Unit)  
Exploration of education theory in the seminar, plus 10 hours a week of fieldwork. Concurrent registration in the applicable methods and techniques course (TEACH_ED 355-0 - TEACH_ED 359-0) required. Prerequisites: TEACH_ED 304-0 and passing score on the ILTS Test of Academic Proficiency.

TEACH_ED 379-0 Theory and Practice of Teaching: Secondary Math/Science (1 Unit)  
See description for MS_ED 478-0.

TEACH_ED 385-0 Student Teaching Seminar: Math (4 Units)  
See description for TEACH_ED 388-0.

TEACH_ED 386-0 Student Teaching Seminar: Science (4 Units)  
See description for TEACH_ED 388-0.
TEACH_ED 387-0 Student Teaching: Elementary (4 Units)  "Seminar and accompanying full time, 10-week internship involving intensive clinical experience and teaching under the supervision of a mentor. Prerequisites: TEACH_ED 304-0; TEACH_ED 378-0 or TEACH_ED 379-0; applicable course(s) from TEACH_ED 355-0 - TEACH_ED 359-0; successful completion of the practicum experience; passing score on the applicable ILTS Content Area Test."

TEACH_ED 388-0 Student Teaching: Humanities (4 Units)  Seminar and accompanying fulltime, 10-week internship involving intensive clinical experience and teaching under the supervision of a mentor. Prerequisites: TEACH_ED 304-0; TEACH_ED 378-0 or TEACH_ED 379-0; applicable course(s) from TEACH_ED 355-0 - TEACH_ED 359-0; successful completion of the practicum experience; passing score on the applicable ILTS Content Area Test.

TEACH_ED 389-0 Student Teaching Seminar: Math/Science (4 Units)  See description for TEACH_ED 388-0.