

Institution Information

Name of Institution: National-Louis University
Institution/Program Type: Alternative, IHE-based
Academic Year: 2012-13
State: Illinois

Address: 122 Michigan Ave

Chicago, IL, 60603

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at

<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Early Childhood	No
Elementary Education	No
Secondary Education	No
Special Education	No
Total number of teacher preparation programs: 4	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Postgraduate

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
<http://www.nl.edu/academics/educationmastersteacherprep>

Please provide any additional comments about or exceptions to the admissions information provided above:

Letters of recommendation are submitted to the partner for review and candidate interview is with our partners and not by NLU.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the undergraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported

Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2012-13

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2012-13

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.25

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2012-13

3.96

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2012-13:	77
Unduplicated number of males enrolled in 2012-13:	23
Unduplicated number of females enrolled in 2012-13:	54
2012-13	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	6
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	6
Black or African American:	6
Native Hawaiian or Other Pacific Islander:	0

White:	53
Two or more races:	1

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	58
Average number of clock hours required for student teaching	0
Average number of clock hours required for mentoring/induction support	87
Number of full-time equivalent faculty supervising clinical experience during this academic year	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	4
Number of students in supervised clinical experience during this academic year	46

Please provide any additional information about or descriptions of the supervised clinical experiences:

School site mentors also provided supervision.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	0
Teacher Education - Special Education	33
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	

Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	6
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	5
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Social Science	0
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	

Teacher Education - Biology	3
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	1
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

No teachers prepared in academic year 2012-13

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	

Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	

Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	

Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2012-13: 51

2011-12: 57

2010-11: 39

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

0

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

2

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers does your program plan to add in mathematics in 2014-15?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

0

Did your program meet the goal for prospective teachers set in science in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

4

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers does your program plan to add in science in 2014-15?

2

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

30

Did your program meet the goal for prospective teachers set in special education in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

80

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers does your program plan to add in special education in 2014-15?

40

Provide any additional comments, exceptions and explanations below:

We are ending our partnership with Teach for America. We had a new 2-year residency alternative licensure program reviewed by SEPLB in early 2014 and will recruit candidates following final approval from ISBE.

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2014-15?

41

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

No

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Program is offered in conjunction with CTF and TFA. As such, candidates receive support from NLU faculty as well as partnership and assigned school personnel.

SPE candidates have two courses in reading (literacy) and one math course focused on special needs students.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
103 -APT: GRADES 6-12 Evaluation Systems group of Pearson Other enrolled students	7			
103 -APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2012-13	15	277	15	100
103 -APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2011-12	12	281	12	100
103 -Apt: Grades 6-12 Evaluation Systems group of Pearson All program completers, 2010-11	5			
104 -APT: GRADES K-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	47	273	47	100
104 -APT: GRADES K-12 Evaluation Systems group of Pearson Other enrolled students	19	276	19	100
104 -APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2012-13	35	274	35	100
104 -APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2011-12	63	274	63	100
104 -Apt: Grades K-12 Evaluation Systems group of Pearson All program completers, 2010-11	1			
102 -APT: GRADES K-9 Evaluation Systems group of Pearson Other enrolled students	1			
102 -APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2011-12	2			
102 -Apt: Grades K-9	1			

Evaluation Systems group of Pearson All program completers, 2010-11				
096 -BASIC SKILLS (0901-0810) Evaluation Systems group of Pearson All program completers, 2011-12	9			
096 -Basic Skills (0901-0810) Evaluation Systems group of Pearson All program completers, 2010-11	7			
302 -BASIC SKILLS LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2011-12	67	267	67	100
302 -Basic Skills Language Arts Evaluation Systems group of Pearson All program completers, 2010-11	2			
303 -BASIC SKILLS MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	67	279	67	100
303 -Basic Skills Mathematics Evaluation Systems group of Pearson All program completers, 2010-11	2			
301 -BASIC SKILLS READING COMPREHENSION Evaluation Systems group of Pearson All program completers, 2011-12	67	272	67	100
301 -Basic Skills Reading Comprehension Evaluation Systems group of Pearson All program completers, 2010-11	2			
304 -BASIC SKILLS WRITING Evaluation Systems group of Pearson All program completers, 2011-12	67	269	67	100
304 -Basic Skills Writing Evaluation Systems group of Pearson All program completers, 2010-11	2			
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson Other enrolled students	1			
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2011-12	2			
110 -Elementary/Middle Grades Evaluation Systems group of Pearson	2			

All program completers, 2010-11				
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	3			
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2012-13	5			
111 -English Language Arts Evaluation Systems group of Pearson All program completers, 2010-11	1			
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2012-13	1			
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	49	266	49	100
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	17	267	17	100
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2012-13	33	268	33	100
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2011-12	61	265	61	100
155 -Learning Behavior Specialist I Evaluation Systems group of Pearson All program completers, 2010-11	2			
115 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	3			
115 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	5			
115 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	4			
115 -Mathematics Evaluation Systems group of Pearson All program completers, 2010-11	1			

105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson Other enrolled students	1			
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2012-13	3			
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2011-12	4			
105 -Science: Biology Evaluation Systems group of Pearson All program completers, 2010-11	2			
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2012-13	1			
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2011-12	1			
112 -SCIENCE: ENVIRONMENTAL SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	1			
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson Other enrolled students	2			
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2011-12	1			
116 -Science: Physics Evaluation Systems group of Pearson All program completers, 2010-11	1			
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2012-13	1			
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2011-12	2			
118 -SOCIAL SCIENCE: PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2011-12	2			
163 -SPECIAL ED. GENERAL CURRICULUM TEST	49	267	49	100

Evaluation Systems group of Pearson All enrolled students who have completed all noncl				
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson Other enrolled students	17	262	17	100
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2012-13	33	265	33	100
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2011-12	61	265	61	100
163 -Special Ed. General Curriculum Test Evaluation Systems group of Pearson All program completers, 2010-11	2			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	50	50	100
All program completers, 2011-12	77	77	100
All program completers, 2010-11	9		

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

1. Prepares teachers to integrate technology effectively into curricula and instruction

Throughout our teacher training program, teacher candidates are exposed to a wide variety of instructional technologies. Candidates are required to demonstrate their proficiency in integrating technology into their teaching. All of our teacher preparation programs submit annual assessment reports that are mandated by our College. One section of the report is titled “Assessment of Candidate Technology Proficiencies” and consists of nine subsections designed to clarify the exact method by which each program assesses technology proficiency in its candidates. These nine areas require details about who reviews the activity but also requires a rubric. These annual assessment reports are closely aligned to each program’s specialized professional association (SPA) standards.

Based on our annual Faculty Survey of the college’s 41 full-time faculty, 85% reported last year that they either require technology to be used in all of their candidate’s assignments or just about every assignment, while only a handful report a lesser amount. The most common technologies that faculty reported candidates use most often are 1.) Internet websites, which are often used in conjunction with lesson planning; and 2.) the online course management site, which requires all candidates to interact in discussion boards and other collaborative activities.

Other frequently used tools are PowerPoint, Prezi, and digital storytelling. The use of concept mapping software has been steadily growing in our college because of in-house research and workshops that have promoted its use as a method for assessing candidate knowledge. Each of these tools allows our candidates to create new ways of showing that they are understanding course material and, more importantly, to incorporate these tools into their own lesson planning for P12 students.

Led by the University's Academic Technology Coordinator, a large number of faculty in our teacher preparation programs have explored the use of iPads in their classroom. For the past 2 years, we have also piloted the use of iPads as a required device for students in select programs. Our monthly training sessions for faculty, called our iPad Professional Learning Community, have expanded from once a month to three times a month to accommodate faculty across the Chicagoland area. One of the most beneficial aspects of this has been a renewed interest by our faculty in instructional technologies in general. Some of our monthly topics have included the TPACK framework, content-specific application of technology, technology-supported differentiation, interactive whiteboards, concept mapping, digital storytelling, cloud computing, student technology skills, social media, video-recording students in the field, online tools for recording and tracking observation hours in schools, and video conferencing software.

The Academic Technology Coordinator provides guidance toward the important goal of effectively collecting and analyzing various data points related to technology use by our candidates. Therefore, all teacher preparation programs assess how well students demonstrate their ability to use technology in their lesson planning. These programs collect, manage, and analyze the data in which candidates document their technology use within their electronic teaching portfolio. Elementary Education faculty analyzed candidate technology use in the five areas of the portfolio: Teaching and Students, Teaching and the Environment, Teaching and Instruction, Teaching and the Curriculum, and Teaching and the Profession. In analyzing the data, we learned that our candidates were effectively incorporating technology in the classrooms. We also found candidates in the suburban schools were using more innovative technology in the classroom than in our urban settings. This is a concern that the faculty continues to address.

2. Preparing teachers to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement

Impact on Student Learning assignments

Each of our teacher preparation programs requires an assignment commonly referred to as the "Impact on Student Learning." It starts with each candidate creating a unit plan that they are required to teach. Using the same website in which our students create their electronic portfolio, LiveText, students are required to address five areas which include the demographics of the students and the context of the school in which the unit will be taught. The next is creating an assessment method such as a rubric designed to provide quantifiable data. Candidates are then required to analyze and report the findings in relation to student learning which is often done using tables or spreadsheets. Finally, the candidate is expected to provide a "thoughtful and thorough self-reflection" on their lesson and implications for future lessons.

3. Preparing teachers to use the principles of universal design for learning

The professional development and resources from a recent grant have continued to increase our faculty and candidates' awareness of the Universal Design for Learning (UDL) framework and Response to Intervention (RTI). Our computer labs are equipped with many popular pieces of software and hardware, such as E-Text Reader, BoardMaker, JAWS, scanners, and interactive whiteboards. In addition, the Special Education program has redesigned their program to include

instructional design principles such as UDL. This program also concentrated on candidate understanding of the frameworks and perspectives of assistive technology and implementing effective, collaborative practices through the lens of universal design principles in order to provide a strong foundation for teaching. Our Technology in Education program was recently redesigned to include UDL which is significant because of the important role this program has in providing courses to teacher candidates.

4. Planning activities with timeline for future improvements

- edTPA Implementation: As part of the Illinois State Board of Education's decision to adopt the Teacher Performance Assessment, otherwise known as edTPA, our College is actively preparing our faculty and students for the Fall 2015 implementation deadline. This includes creating common assessments and support resources from which all candidates can benefit. One instance is to establish one version of the Impact on Student Learning assignment which currently has various iterations depending on the program. Another area that is currently undergoing much discussion is the requirement of video-recording candidates as they teach in a P12 setting. The technology skills necessary for this to be successful are an integral part of this conversation.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare **general education** teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

Provide a description of the evidence your program uses to show that it prepares **general education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

National Louis University's mission and core belief is that all children can learn. Thus, we provide opportunities for our teacher candidates to learn about and interact with diverse/exceptional populations through placement in field experiences. Our teacher candidates show evidence of proficiencies related to diversity in their professional roles through positive assessments on competency appraisals from university supervisors as well as mentor teachers in the field. Faculty continues to share techniques, professional articles and strategies to help our

teacher candidates excel in this area. Additionally, all our candidates learn and focus on universal design for individual learning (UDL), in order to become valuable members of the individualized education program (IEP) team.

National Louis University has developed the only State approved Alternative Teacher Licensure Program for Early Childhood (2014) which emphasizes ESL/Bilingual education. Teacher candidates in this program will earn an ESL (and bilingual endorsement if they meet the language requirement) by taking six courses, including:

- CIL 500 – Foundations of ESL and Bilingual Education
- CIL 505 – Methods and Materials for Teaching English as a Second Language
- CIL 510 – Assessment of ESL and Bilingual Students
- CIL 531 – Cross Cultural Education

Through a variety of clinical experiences, exposure to current research in ESL/Bilingual Education, and an intensive two-year mentoring model, NLU strives to prepare every candidate for the diverse teaching environment in which they may be teaching.

Does your program prepare **special education** teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

Provide a description of the evidence your program uses to show that it prepares **special education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

National Louis University has developed the first State approved two-year residency Alternative Teacher Licensure Program for Special Education. We have approval from SEPLB and approval from ISBE is pending. Prior to entering a school on a license with stipulations, teacher candidates enrolled in the Alternative Teacher Licensure Program in Special Education are required to complete 40 hours of clinical observation hours focusing within a special education context, including:

- 15 hours of guided observations for understanding of students with exceptional learning needs including but not limited to English Language Learners.
- 10 hours of guided observation for IEP development, lesson planning, adaptations and modifications

This program couples contemporary research methods and intensive weekly mentor visits with teacher candidates in the classroom setting. SPE502, Language Development and Challenges in Children and Adolescents, introduces candidates to the research based methods required to bolster language development in children and adolescents.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Note: For Section I.e. Academic Major, no information is entered. The NLU database does not record UG major for graduate candidates. The Educator License with Stipulations with an alternative provisional educator endorsement allows individuals who do not currently hold a teaching certificate to hold a position as “teacher of record” while completing graduate-level education credits toward achieving the Professional Educator License (PEL). As referenced above, NLU has the first approved two-year residency alternative licensure programs in the state; these are for Early Childhood (approved) and for Special Education (pending). A key component of NLU’s alternative licensure program is graduated mentoring experiences that combine the best of evidence-based practices with field-tested practitioner expertise. In order to create a rich and supportive context for becoming a reflective practitioner in high needs environments, expert and peer mentors provide feedback to candidates through lesson plan analysis, live observation and critique, comments on video-taped classroom lessons, and lesson study. To remain in the program, candidates must continue in good academic standing with NLU and remain employed within a school district as the co-teacher (permitted in first year or residency only) or teacher of record. Candidates must also show progression in their teaching ability, as evidenced by feedback from mentors and assessors observing and working with the candidate; this includes feedback from the school principal. We anticipate submitting additional alternative licensure program proposals to ISBE for approval during 2014-2015. Regarding the overall college structure for teacher preparation, NLU has created a Teacher Preparation Council and Advisory Board to help improve communication among all the teacher preparation programs. Implementation of the new structure has helped to focus our attention on progress toward an intensive field and research model for all Teacher Preparation programs, changes in ISBE rules and regulations, and the new edTPA requirement. As part of the new Teacher Preparation Unit, the College is leveraging new technologies to design a practice-centered curriculum called the Adaptive Cycles of Teaching (ACT). The new design will provide teacher candidates with more opportunities to implement and receive focused feedback on their mastery of a core set of teaching practices. NLU’s Secondary English Language Arts (ELA) and Mathematics teacher education programs were awarded the ISBE Race to the Top III Program Redesign Grant to

support the implementation of the Common Core Standards into both programs. The grant was awarded to extend over three years. In the first phase of the grant, teacher education programs were asked to redesign their related methods courses and implement and analyze the newly designed course. At NLU, the redesigned courses were taught in the winter session of 2014, and the analysis of candidate work with respect to the Common Core Standards will be completed by the end of the spring term. In the second phase, programs are asked to extend their design work to the ELA and math teacher preparation program areas. NLU is partnering with ISBE, Loyola, ISU, and the CEEDAR Center to create aligned professional learning systems that provide effective opportunities to learn [O(TL)2] for teachers and leaders to improve core and specialized instruction in inclusive settings. Evidence-based and rigorous content instruction will support students with disabilities in achieving college- and career-ready standards. NLU has also begun to prepare teachers with the iPad as part of their teacher preparation program. Teacher Candidates learn to use the iPad for productivity, learning, teaching, content creation, educational materials curation, and assessment. Teacher candidates also use 2.0 web tools to enhance their teaching and learning.