

## Institution Information

**Name of Institution:** National-Louis University  
**Institution/Program Type:** Alternative, IHE-based  
**Academic Year:** 2013-14  
**State:** Illinois  
  
**Address:** 122 S Michigan Ave  
Chicago, IL, 60603  
  
**Contact Name:** Dr. Arlene Borthwick  
**Phone:** 847-947-5025  
**Email:** aborthwick@nl.edu

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 traditional 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		
Fingerprint check		
Background check		
Minimum number of courses/credits/semester hours completed		
Minimum GPA		
Minimum GPA in content area coursework		
Minimum GPA in professional education coursework		
Minimum ACT score		
Minimum SAT score		
Minimum basic skills test score		
Subject area/academic content test or other subject matter verification		
Recommendation(s)		
Essay or personal statement		
Interview		
Other		

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 2013-14

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2013-14

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:		

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 2013-14

3.03

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

4

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 2013-14:	197
Unduplicated number of males enrolled in 2013-14:	58
Unduplicated number of females enrolled in 2013-14:	139

2013-2014	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	26
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	10
Black or African American:	39
Native Hawaiian or Other Pacific Islander:	1
White:	112
Two or more races:	2

## Section I.d Supervised Clinical Experience

**Provide the following information about supervised clinical experience in 2013-14.**

Average number of clock hours of supervised clinical experience required prior to student teaching	40
Average number of clock hours required for student teaching	0
Average number of clock hours required for mentoring/induction support	120
Number of full-time equivalent faculty supervising clinical experience during this academic year	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	5
Number of students in supervised clinical experience during this academic year	92

**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 2013-14. 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	
Teacher Education - Special Education	10
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	1
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	
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	

<b>Subject Area</b>	<b>Number Prepared</b>
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General 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 - Other Specify:	

## Section I.e Teachers Prepared by Academic Major

**Please provide the number of teachers prepared by academic major for academic year 2013-14. 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 2013-14

<b>Academic Major</b>	<b>Number Prepared</b>
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	



<b>Academic Major</b>	<b>Number Prepared</b>
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:	

## Section I.f Program Completers

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

2013-14: 11

2012-13: 51

2011-12: 57

## 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/oep/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 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

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

2

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

No

Data not reported

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:

Only 1 candidate prepared.

### Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

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

3

Provide any additional comments, exceptions and explanations below:

**Academic year 2015-16**

**Will your program prepare teachers in mathematics in 2015-16?**

No

**How many prospective teachers does your program plan to add in mathematics in 2015-16?**

**Provide any additional comments, exceptions and explanations below:**

ISBE has required all Alternative Licensure programs to reapply for approval. We have not yet reapplied for a Middle or Secondary level program. So, we do not expect to enroll candidates in 2015-2016.

## 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 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

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

4

Did your program meet the goal for prospective teachers set in science in 2013-14?

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 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

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

2

Provide any additional comments, exceptions and explanations below:

**Academic year 2015-16**

**Will your program prepare teachers in science in 2015-16?**

No

**How many prospective teachers does your program plan to add in science in 2015-16?**

**Provide any additional comments, exceptions and explanations below:**

ISBE has required all Alternative Licensure programs to reapply for approval. We have not yet reapplied for a Middle or Secondary level program. So, we do not expect to enroll candidates in 2015-2016.

## 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/oep/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 2013-14

Did your program prepare 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

Did your program meet the goal for prospective teachers set in special education in 2013-14?

No

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:

42 Special Education candidates were enrolled in 2013-2014.

### Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

How many prospective teachers did 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.

**Academic year 2015-16**

**Will your program prepare teachers in special education in 2015-16?**

Yes

**How many prospective teachers does your program plan to add in special education in 2015-16?**

40

**Provide any additional comments, exceptions and explanations below:**

We continue to recruit to our new Special Education Alternative Teacher Licensure Program which has a two-year residency requirement.



## 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/ope/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 2013-14**

**Did your program prepare 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?**

**Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?**

**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 2014-15**

**Is your program preparing teachers in instruction of limited English proficient students in 2014-15?**

Yes

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

41

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2015-16**

**Will your program prepare teachers in instruction of limited English proficient students in 2015-16?**

Yes

**How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?**

20

**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.**

Yes

**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:**

SPE candidates have two courses in reading (literacy) and one math course focused on special needs students. Our new Early Childhood (approved) and Elementary (submitted for review) Alternative Licensure Programs include ESL and/or Bilingual endorsements for all candidates..

## Section III Assessment Pass Rates

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
188 -APT (ALL LEVELS) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
103 -APT: GRADES 6-12 Evaluation Systems group of Pearson Other enrolled students	3			
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
104 -APT: GRADES K-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	105	274	105	100
104 -APT: GRADES K-12 Evaluation Systems group of Pearson Other enrolled students	10	263	9	90
104 -APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2013-14	10	269	10	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
102 -APT: GRADES K-9 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
102 -APT: GRADES K-9 Evaluation Systems group of Pearson Other enrolled students	2			
102 -APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2013-14	1			
102 -APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2011-12	2			
096 -BASIC SKILLS (0901-0810) Evaluation Systems group of Pearson All program completers, 2011-12	9			
302 -BASIC SKILLS LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2011-12	67	267	67	100

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
303 -BASIC SKILLS MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	67	279	67	100
301 -BASIC SKILLS READING COMPREHENSION Evaluation Systems group of Pearson All program completers, 2011-12	67	272	67	100
304 -BASIC SKILLS WRITING Evaluation Systems group of Pearson All program completers, 2011-12	67	269	67	100
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson Other enrolled students	19	265	19	100
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2013-14	1			
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2011-12	2			
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2012-13	5			
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	113	267	113	100
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	45	261	42	93
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2013-14	10	270	10	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
115 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
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			
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson Other enrolled students	5			
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			
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	1			
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2011-12	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 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	113	266	113	100
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson Other enrolled students	42	256	38	90
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2013-14	10	267	10	100

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
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

## Section III Summary Pass Rates

<b>Group</b>	<b>Number taking tests</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
All program completers, 2013-14	11	11	100
All program completers, 2012-13	50	50	100
All program completers, 2011-12	77	77	100

## 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. Preparing teachers to integrate technology effectively into curricula and instruction.

All teacher preparation programs assess how well students demonstrate their ability to use technology in their lesson planning. In a survey of faculty (N=37) who prepared teacher education candidates in 2013-2014, 81% of the faculty reported using technology in 80-100% of their classes, and over half



reported using iPads. The most frequently-used technologies used in both instruction and assignments were Internet websites, PowerPoint, and an online course management tool. Teacher preparation 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 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. As a result of this concern, we continue to integrate new and innovative technology applications in our curriculum with the goal of having our candidates apply these teaching practices in their field experiences. For example, candidates who complete CIL 500 Foundations of ESL and Bilingual Education do a “web fair” project in which they find and demonstrate appropriate online resources for their students. Candidates attending the fair gain multiple, teacher-approved resources for incorporating technology in their classes. All students in CIL 505 Methods and Materials for Teaching English as a Second Language complete a lesson plan assignment that incorporates technology resources appropriate to their students and lesson content.

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 Kurzweil, BoardMaker Plus, 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 awareness of assistive technology applications and implementing effective, collaborative practices through the lens of universal design principles in order to provide a strong foundation for teaching. The college has supported faculty development through its iPad professional learning community, with regular group meetings focused on use of iPad applications in teaching and learning.

#### 4. Plan and timeline for future activities.

- **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 online support resources from which all candidates can benefit. We are working closely with NLU's Learning & Information Technology Services (LITS) and Academic Technology Coordinator to assist candidates to obtain the skills to meet the requirement of video-recording as they teach in a P12 setting and compressing a selected portion of their video to upload with the edTPA portfolio. LITS has hosted workshops on video editing and file compression for faculty and candidates involved in edTPA pilots. During these workshops students learn how to edit and compress video files using a number of different applications such as Windows Movie Maker, iMovie, and Panopto.
- **Elementary Education Candidates and online technology modules:** One of the ongoing conversations that our Elementary Education faculty frequently have is identifying the most effective methods for getting students to integrate technology into their teaching. Rather than requiring a basic Introduction to Technology course for all students, we plan instead to create a series of online technology modules that will be integrated into the existing curriculum. These modules, embedded in early coursework and continuing through student teaching, support the development of technology skills in our students over the entire sequence of their program and ensure a common set of technology related experiences for all students.
- **iPad Pilot Expansion:** Recently our Special Education and Elementary Education programs decided to expand our pilot program to require all candidates to have an iPad in every class in the future. A timeline has not been established for adoption for Elementary Education, but all candidates enrolling in new Special Education cohorts must have an iPad II or higher for use in special education courses.
- **The college's Academic Technology Committee** has been focused on demonstrating the importance of the adoption of the ISTE NETS for the National College of Education's teacher preparation programs. During this academic year the Academic Technology Committee met with the NCE Leadership Cabinet to express the importance of adopting these standards.

## 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 Learning (UDL), in order to become valuable members of the Individualized Education Program (IEP) team.

National Louis University has developed a State approved Alternative Teacher Licensure Program for Early Childhood (2014) which emphasizes ESL/Bilingual education. Teacher candidates in this program will earn an ESL endorsement (and bilingual endorsement if they meet the language requirement) by completing 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, and
- 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. A proposal for an alternative Elementary Education Grades 1-6 program that includes an ESL/Bilingual endorsement has been submitted to the Illinois State Board of Education (ISBE) for review by the State Educator Preparation and Licensure Board (SEPLB) later this year.

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**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 developed the first State approved two-year residency Alternative Teacher Licensure Program for Special Education. 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 their classroom setting. SPE 502 Language Development and Challenges in Children and Adolescents, introduces candidates to the research based methods required to bolster language development in all children and adolescents, including English Language Learners.

## 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. For Section I.f, completers are defined as those who completed program requirements qualifying them for licensure.

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). NLU offers the first approved two-year residency alternative licensure programs in the state; these are for Early Childhood and for Special Education. In addition, the proposal for an alternative Elementary Education Grades 1-6 program that includes an ESL/Bilingual endorsement has been submitted to ISBE for review by the State Educator Preparation and Licensure Board (SEPLB) later this year.

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.

Regarding the overall college structure for teacher preparation, NLU has a Teacher Preparation Council and Advisory Board to enhance communication among all the teacher preparation programs and with various stakeholders. 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. Mentors and Supervisors assigned to ATL candidates are required to attend monthly mentor meetings facilitated by the Office of Field Experience. During these meetings, Mentors and Supervisors receive training on edTPA and other targeted professional development pertinent to their job function with the University. Lastly, various courses throughout the ATL program prepare candidates for the edTPA. We currently have two ATL candidates in our pilot study in an effort to refine our courses and to better prepare candidates for the high stakes assessment nature of this assessment which will be a requirement for licensure in Illinois beginning September 1, 2015.