

Annual Program Report Program Information		ANNUAL PROGRAM REPORT ISBE HOME LOGOUT
		SESSION TIMEOUT 119:40
RCDT: 65108536551	Name: National Louis University	

Institution: NATIONAL-LOUIS UNIVERSITY

Academic Year: 2015 - 2016
Program: Principal Preparation

-- PROGRAM INFORMATION --

This program has no (0) enrollment.

Program Overall Structure

1 - Provide a link to the course of study for this program, and indicate where this particular information may be found. Please include required fieldwork hours, clinical experience hours and student teaching hours tied to specific coursework within the course of study. (5000 character max)

MED Administration and Supervision

<http://nl.smartcatalogiq.com/en/2015-2016-Final/Undergraduate-and-Graduate-Catalog/National-College-of-Education/National-College-of-EducationGraduate/Administration-and-Supervision-Programs/Administration-and-Supervision-MEd-State-Credential-Track-IL>

EDS Administration and Supervision

<http://nl.smartcatalogiq.com/en/2015-2016-Final/Undergraduate-and-Graduate-Catalog/National-College-of-Education/National-College-of-EducationGraduate/Administration-and-Supervision-Programs/Administration-and-Supervision-EdS-State-Credential-Track-IL>

Link to course sequence for both programs

<http://www.nl.edu/colleges/nationalcollegeofeducation/ncecandidateperformance/coursesofstudy/>

2 - Provide information concerning the edTPA: Describe the program changes that have been implemented using edTPA data. (5000 character max)

N/A

3 - Describe how program faculty review assessment data throughout the program (content knowledge, pedagogical knowledge [specifically, instructional planning and candidate impact on student growth], clinical experience (this may include fieldwork and student teaching and dispositions). (5000 character max)

NCE requires all of its programs to annually report, review, and reflect upon the data collected and aggregated from program signature assessments which include assessment of: content knowledge, pedagogical content knowledge, instructional planning, candidate impact on student growth, clinical experience, candidate dispositions, diversity proficiencies, and technology proficiencies.

Review of the data occurs throughout the academic year, at the end of each quarter and cumulatively at the conclusion of the academic year as program faculty view and analyze the aggregated data from signature assessments completed by their candidates. Comparisons are made from reviewing present and past data, especially examining areas where the data indicates that candidates are not fully meeting outcomes as expected at the mastery level.

Additionally, data collected at transition points in the program are reviewed by faculty. Transition points refer to the benchmark experiences in the program where signature assessments are implemented (beginning of program, middle of program and end of program). Reviewing assessment data at these transition points allows program faculty the opportunity to determine candidate outcomes related to performance and ongoing development toward the overarching goal of becoming an effective professional and their impact on PK-12 learning. Discussion and goal setting take place for setting up a plan for improving curriculum, instructional strategies, assignments, assessments and rubrics as well as program development as a means for assisting candidates in their continued development and growth as educators.

In the autumn of the academic year, all NCE programs submit their annual program assessment reports to the NCE Assessment Committee which is comprised of faculty from across the college. This committee reviews program assessment reports using a rubric that is designed to provide feedback to faculty in each program. Program faculty review the feedback and use it to assist in further refinement of signature assessments and data analysis.

4 - Provide an update of program changes from the previous academic year: which program changes, if any, were made/approved during the reporting period. (5000 character max)

Overall we feel that our candidates are well prepared to move into a leadership role in the schools. The weakest areas identified were in school operations and school law. The department took steps to include additional opportunities for mastery of these topics.

We have found, both through assessment data and through our conversations with practicing educational leaders that content knowledge of the educational system is necessary to maneuver through complicated regulations, political demands and practices. The content knowledge components of our data demonstrate that our candidates are performing quite well in the current system: it is for the future system of public education, now under development, that we must prepare our candidates. We have used and will continue to use assessment data to guide us in thinking strategically about the range of educational pedagogy and knowledge important for educational leaders in the coming decades to best serve our students and the students in the schools they serve.

Delivery Mode:

- Traditional (face-to-face)
 Online (50% or more of program is offered online)
 Alternative Route

Please list all locations where the program was offered between 09/01/2015 and 08/31/2016

Location
Chicago
Florida
Wisconsin

Partnerships, if applicable

Name of Contracted Entity
Waukegan Community School District
Deerfield School District

-- CANDIDATE INFORMATION --

Number of candidates admitted to educator preparation program and enrolled between 09/01/2015 and 08/31/2016.

	Traditional	Online	Alternative
Number of candidates	371		

Number of candidates who completed the program between 09/01/2015 and 08/31/2016.

	Traditional	Online	Alternative
Number of candidates	166		

-- FACULTY INFORMATION --

Program Faculty: Faculty who teach professional education courses and all content faculty who teach methods courses.
Do not include the faculty who teach pre-requisites for major/minor/general ed courses.

	Faculty Name	Highest Degree	What Field
Select	Angela Elkordy	Ph. D.	Educational Leadership & Instructional Technology
Select	Ann Rundall	M. Ed.	Educational Leadership
Select	Carla Sparks	M. Ed.	Curriculum and Instruction
Select	Carlos Azcoitia	Ed. D.	Educational Administration
Select	Daniel Buckman	Ed. D.	Educational Leadership
Select	Douglas Ralph	Ed. D.	Educational Leadership
Select	Elizabeth Minor	Ph. D.	Sociology
Select	Geri Chesner	Ph. D.	Urban Education
Select	Gloria McDaniel-Hall	Ed. D.	Superintendent's Endorsement
Select	Harrington Gibson	Ed. D.	Teaching and Learning
Select	Heather Stotts	Ed. D.	Educational Administration
Select	James Fitzpatrick	Ph. D.	Educational Administration
Select	John Leanes	MA	Administration/Supervision
Select	Jonathan Grantham	Ed. D.	Educational Leadership and Policy Studies
Select	Keith Posley	CAS	Educational Leadership
Select	Linell Monson-Lasswell	Ed. D.	Educational Leadership
Select	Lori Campbell	Ed. D.	TBD
Select	Margaret Sickele	M. Ed.	Educational Leadership
Select	Marie Craig	Ed. D.	Educational Leadership
Select	Mary Lamping	Ph. D.	Urban Education
Select	Michael Lubefeld	Ph. D.	Curriculum and Instruction
Select	Rosita Riley	Ed. D.	Educational Leadership
Select	Sandra Stringer	Ed. D.	Administrative Leadership
Select	Stuart Carrier	Ph. D.	Educational Leadership
Select	Susan Keller	Ed. D.	Educational Leadership
Select	Terry Ehiorobo	Ed. S.	Educational Leadership

Total Number of Program Faculty: 26

	Number of FT	Number of PT	Number of Adjunct
Doctorate	10	0	10
Masters	0	0	6
Bachelors	0	0	0

Number of faculty members teaching content for this program. 25

-- TESTS --

New program therefore there is no data.

Data must be provided for the content test and APT, with the exception of the APT for advanced programs where a candidate already holds a license. However, data on individuals who received a subsequent endorsement, based upon completing an approved program, must be reported.

State Tests

Program Content-Area Test:

No one took this test this academic year.

Assessment Type: Paper Pencil	Traditional			Online			Alternative		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Total Test	256		265						
Average Sub scores									
1. Subtest 1	264		273						
2. Subtest 2	277		261						
3. Subtest 3	267		277						
4. Subtest 4	256		253						
5.									
6.									
7.									
8.									

Number of candidates who took: 2
Number of candidates who passed: 2 Pass Rate (%): 100

Number of candidates who did not pass on the first try: 0

Assessment of Professional Teaching (APT 188 - New test beginning September 2014):

No one took this test this academic year.

Assessment Type: Paper Pencil	Traditional		Online		Alternative	
	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
Total Test						
Average Sub scores						
1. Foundations, Characteristics, and Assessment						
2. Planning and Delivering Instruction						
3. Managing the Learning Environment						
4. Collaboration, Communication, and Professionalism						
5. Language Arts						

Number of candidates who took:
Number of candidates who passed: Pass Rate (%):

Number of candidates who did not pass on the first try:

Principal as Instructional Leader - Subtest 1 (195):

Check if no one took this test this reporting period.

Assessment Type: Paper Pencil	Traditional		Online		Alternative	
	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
Total Test		259				
Average Sub scores						
1. Planning, Change, and Accountability		277				
2. Instructional Improvement		253				
3. Constructed-Response Assignments		253				

Number of candidates who took: 8
 Number of candidates who passed: 8 Pass Rate (%): 100

Number of candidates who did not pass on the first try: 0

Principal as Instructional Leader - Subtest 2 (196):

Check if no one took this test this reporting period.

Assessment Type: Paper Pencil	Traditional		Online		Alternative	
	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
Total Test		246				
Average Sub scores						
1. Visionary Leadership, Collaboration, and Contexts of Education		240				
2. School Management and Legal/Ethical Guidelines		252				
3. Constructed-Response Assignments		248				

Number of candidates who took: 17
 Number of candidates who passed: 14 Pass Rate (%): 82

Number of candidates who did not pass on the first try: 6

-- RESULTS--

For each pass rate below 80% or sub-score below 240, please provide a discussion of your plan.

All test scores entered were above 240 or 80%, resulting in no further action required.

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