

Annual Program Report Program Information		ANNUAL PROGRAM REPORT ISBE HOME LOGOUT
		SESSION TIMEOUT 119:43
RCDT: 65108536551	Name: National Louis University	

Institution: NATIONAL-LOUIS UNIVERSITY

Academic Year: 2015 - 2016
Program: Superintendent

-- 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)

Link to graduate program course catalog page:

<http://nl.smartcatalogiq.com/2015-2016-final/undergraduate-and-graduate-catalog/national-college-of-education/national-college-of-educationdoctoral-degrees/educational-leadership-edd>

Link to course sequence for both programs

http://www.nl.edu/media/nlu/downloadable/nce/caep/coursesofstudy/NCE_CoursesOfStudy_EDL-Superintendent_2016.pdf

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)

During the 2015-2016 reporting year, the following program changes were made to our doctoral program in educational leadership: 1. Integration of a writing course 2. Extending our traditional 3-year model to 4 years for our new Chicago Public Schools Principal Cohort

The National Louis University Doctoral Program in Educational Leadership now includes EDL 625: Scholarly Writing for Practitioners. This 1SH course is included throughout the program and is repeated 4 times throughout our traditional 3-year sequence as well as a 4-year sequence. Candidates receive instruction and guidance to support their dissertation writing process. The expected learning outcomes for the course are:

1. demonstrate understanding of the connection between precise thought and written expression through their writing.
2. apply basic mechanics for scholarly writing.
3. develop skills of scholarly writing conventions.
4. develop skills to identify good writing that is appropriate to academic writing.
5. write an appropriate literature review, methodology, result analysis and conclusion section.
6. apply correct usage of current APA style.

In addition, NLU is now part of the Chicago Leadership Collaborative. The National Louis University Chicago Public Schools Principal Cohort (CPSPC) is a new strand of our Doctoral program in Educational Leadership. Designed in collaboration with Chicago Public Schools (CPS) as part of the Chicago Leadership Collaborative (CLC), this practitioner-oriented preparation strand is an intensive, four-year research and field-based program grounded in best practices and is designed to provide progressive and authentic training and development for aspiring CPS principals.

Drawing from the identified high need areas within CPS, we emphasize preparation needed to support aspiring bilingual principals as well as preparation for schools in need of intensive support. The program officially targets candidates who already hold a principal license and serves as a pathway for the endorsement for the superintendency; the CPSPC strand targets candidates who demonstrate a high potential for leadership in Chicago Public Schools and are committed to completing a one-year full-time, paid residency.

The four year schedule is designed to allow additional time for completing dissertation requirements in light of the one-year residency candidates are completing within CPS in year one

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
N/A

-- 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	238		

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

	Traditional	Online	Alternative
Number of candidates	54		

-- 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	Carlos Azcoitia	Ed. D.	Educational Administration
Select	Carol Burg	Ph. D.	Educational leadership
Select	Dale Moxley	Ph. D.	Educational leadership
Select	Daniel Buckman	Ed. D.	Educational Leadership
Select	Elizabeth Minor	Ph. D.	Sociology
Select	Gerl 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	Jack Denny	Ph. D.	Secondary Education
Select	James Fitzpatrick	Ph. D.	Educational Administration
Select	James Schott	Ph. D.	Educational Leadership
Select	Jason Stegemoller	Ph. D.	Curriculum and Instruction
Select	Joan Minnis	Ed. D.	Education
Select	Karen Tardrew	Ed. D.	School Leadership/Instructional Leadership
Select	Kristin Lems	Ed. D.	Reading and Language
Select	Linell Monson-Lasswell	Ed. D.	Educational Leadership
Select	Lois McKee	MA	Guidance and Counseling
Select	Sandra Stringer	Ed. D.	Administrative Leadership
Select	Stuart Carrier	Ph. D.	Educational Leadership
Select	Tina Nolan	Ed. D.	Educational Leadership
Select	Todd Price	Ph. D.	Curriculum and Instruction

Total Number of Program Faculty: 23

	Number of FT	Number of PT	Number of Adjunct
Doctorate	16	0	6
Masters	0	0	1
Bachelors	0	0	0

Number of faculty members teaching content for this program. 23

-- 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	261	270	253						
Average Sub scores									
1. Average Score Subtest 1	265	274	258						
2. Average Score Subtest 2	275	279	261						
3. Average Score Subtest 3	261	255	238						
4.									
5.									
6.									
7.									
8.									

Number of candidates who took: 6
Number of candidates who passed: 5 Pass Rate (%): 83

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:

-- RESULTS--

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

Program Content-Area Test:

Delivery Mode	Assessment Result	Discussion of Plan (5000 characters max)
Traditional	238 (Sub score 3)	<p>In terms of ensuring success in the areas of resource management and school governance we have instituted the following plan:</p> <p>1) Revision of EDL 601 Course (see course description)</p> <p>EDL 601: Analyzing resource allocation and equity in educational financial management In this course students will consider the social, economic, and political considerations related to financing public schools. Adequacy and equity provide the lens for analysis and critique of existing policies and practices. Students will learn about effective practices for decision-making and resource allocation that support improved student achievement. The changing landscape of federal, state, and local funding, new forms of teacher compensation, strategic management of human capital, charter schools, partnerships, and fund-raising are also considered.</p> <p>2) In addition, candidates are required to interview their districts business manager and explore the economic argument for a school policy that they advocate for.</p> <p>3) Finally, we utilize guest speakers who are lead the districts finance efforts to address real issues pertaining to resource management and school</p>

Cancel

[Click here to Contact Us](#)

Copyright © 2016, Illinois State Board of Education