

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

Institution: NATIONAL-LOUIS UNIVERSITY

Academic Year: 2015 - 2016

Program: Elementary Education (Grades 1-6)

-- 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 undergraduate course catalog page:

<http://nl.smartcatalogiq.com/2015-2016-final/undergraduate-and-graduate-catalog/national-college-of-education/national-college-of-educationundergraduate/elementary-education-ba>

Link to graduate program course catalog page:

<http://nl.smartcatalogiq.com/en/2015-2016/2015-2016-Undergraduate-and-Graduate-Catalog/National-College-of-Education/National-College-of-EducationGraduate/Elementary-Education-MAT/Elementary-Education-MAT-Traditional-Program>

Link to course sequence for both programs

http://www.nl.edu/media/nlu/downloadable/nce/caep/coursesofstudy/NCE_CoursesOfStudy_ELE-Gr1-6_2016.pdf

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

Candidates enrolled in ECE, ELE, SEC and SPE teacher preparation programs during the 2015-2016 academic year were required to post a passing score of 35 (31 for Classical and World Languages) in order to be recommended for Illinois initial licensure. Candidates completed assignments and key assessments aligned to edTPA tasks in order to prepare them for taking the consequential edTPA. Since these assignments were developed and refined during the pilot year, there were few instructional changes for any of our four programs during 2015-2016.

This academic year we acknowledged that full implementation is very time intensive and involves nearly every department and function of the institution, not just candidates and faculty. Our Enrollment and Advising teams continue to be involved in providing information about edTPA to all teacher candidates. Our Outreach team made connections to schools and districts to help them understand the new video requirement, which continues to be a challenge. All programs have fully developed supports starting in the first program course and continuing through the final submission.

The biggest issue for our candidates and faculty is not in the edTPA itself, but in the submission. We implemented suggested protocols for all submissions, including:

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)

In response to the new ISBE licensure requirements for Grades 1-6, the entire Elementary Education program was redesigned. The MAT program was approved by ISBE in October 2014 and amended in June 2016. An MAT Elementary Education program change was approved by SEPLB in June 2016. NLU collaborates with selected school partners to enable extended field placements for teacher preparation candidates. This delivery model for our Master of Arts in Teaching Elementary Grades 1-6 Program (MAT ELE) is identified as our "teacher residency" model (MAT ELE TR). The Teacher Residency model is directly aligned with our previously approved MAT in Elementary Education, Grades 1-6 Program to meet new state requirements and grade level configuration. The MAT ELE TR model requires candidate placement in a classroom for an entire academic year. Due to extensive time in a classroom with a mentor teacher, candidates in the MAT ELE TR delivery model will not be required to complete the ESR 514 Research in Action: Becoming Practitioner Researchers course. No changes were made to the Grades K-9 program during the 2015-2016 reporting period. The Elementary Education Grades K-9 program is in teach-out. The BA Grades 1-6 program was approved by ISBE in June 2015.

Regarding Content Area Test Scores, 3 candidates took Test #110. All passed on the first attempt. Overall test score was 263.

NOTE: Data for both MAT and BA are included in this report. We are reporting 0 BA enrollment in the separate report shell, and will be asking ISBE to combine the report shells going forward.

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

Partnerships, if applicable

Name of Contracted Entity
Academy for Urban School Leadership

-- 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	22		

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

	Traditional	Online	Alternative
Number of candidates	0		

-- 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	Allen Studnitzer	MAT	Special Education
Select	Amy Bratsos	M. Ed.	Reading Specialist
Select	Angela Elkordy	Ph. D.	Educational Leadership & Instructional Technology
Select	Anna Gillespie-DiPinto	MAT	Education
Select	Barbara Barbour	M. Ed.	Curriculum and Instruction
Select	Charles Sentell	Ed. D.	Elementary Education
Select	Claudia Katz	Ed. D.	Reading Specialist
Select	Craig Cunningham	Ph. D.	Educational Philosophy
Select	Cynthia Hopp	MAT	Teaching and Leadership
Select	Cynthia Mee	Ph. D.	Middle Level Education/Gender Studies, Media Stud
Select	Deborah O'Connor	CAS	Elementary Education
Select	Deborah Shefren	MAT	Curriculum and Instruction
Select	Diane Morrone	MA	Reading
Select	Donald Swanson	CAS	Leadership and Instruction
Select	Douglas Harter	MSW	School Psychologist
Select	Edna Bazik	Ph. D.	Math Education
Select	Elizabeth Grace	M. Ed.	Education
Select	Eun Kyung Ko	Ph. D.	Elementary Education
Select	George Litman	Ph. D.	Educational Psychology
Select	Jacquelyn Benchik-Osborne	Ph. D.	Curriculum and Instruction
Select	Janet Lorch	CAS	Elementary Education
Select	Jason Stegemoller	Ph. D.	Curriculum and Instruction
Select	Jeffrey Winter	Ph. D.	Elementary Education
Select	Linda Brodie	Ed. S.	School Psychology
Select	Linda Kryzak	CAS	TIE
Select	Margaret McGregor	Ed. D.	Curriculum and Instruction
Select	Margaret Pyterek	Ed. D.	Reading and Language
Select	Mark Newman	Ph. D.	History
Select	Mary Sivik	Ed. D.	Educational Leadership
Select	Michael Vaughn	Other	Music History
Select	Nancy Naughten	Ed. S.	Middle Level Education
Select	Niles Engerman	Ed. D.	Social Inquiry and Curriculum
Select	Patrick Schwarz	Ph. D.	Special Education
Select	Pennie Olson	Ph. D.	Elementary Education
Select	Rachel Diaz	MAT	Teaching
Select	Rebecca Binks	M. Ed.	Reading
Select	Rick Wade	Ph. D.	Elementary Education
Select	Ruth Freedman	Ed. D.	Elementary Education
Select	Ruth Quiroa	Ph. D.	Curriculum and Instruction
Select	Sara Schneider	Ph. D.	Performance Studies
Select	Seema Imam	Ed. D.	Elementary Education
Select	Shani Beth-Halachmy	Ph. D.	School/Educational Psychology
Select	Sophie Degener	Ed. D.	Language and Literacy
Select	Sunshine Kapp	M. Ed.	Language and Literacy
Select	Terry Costello	MAT	Elementary Education
Select	Todd Price	Ph. D.	Curriculum and Instruction
Select	Virginia Jagla	Ph. D.	Middle Level Education, Urban Education
Select	Vito DiPinto	Ed. D.	Instructional Leadership
Select	Wendy Gardiner	Ed. D.	Curriculum and Instruction

Total Number of Program Faculty: 49

	Number of FT	Number of PT	Number of Adjunct
Doctorate	23	0	6
Masters	5	0	14
Bachelors	0	0	0

Number of faculty members teaching content for this program. 44

-- 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			254						
Average Sub scores									
1. Language Arts and Literacy			243						
2. Mathematics			246						
3. Science/Social Science			265						
4. Fine Arts, Physical Development, and Health			262						
5.									
6.									
7.									
8.									

Number of candidates who took: 37
 Number of candidates who passed: 34 Pass Rate (%): 92

Number of candidates who did not pass on the first try: 4

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.

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

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