

<b>Annual Program Report</b>		ANNUAL PROGRAM REPORT   ISBE HOME   LOGOUT
Program Information		SESSION TIMEOUT 117:49
<b>RCDT:</b> 65108536551	<b>Name:</b> National Louis University	

**Institution:** NATIONAL-LOUIS UNIVERSITY

**Academic Year:** 2015 - 2016  
**Program:** Elementary Education

-- 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 course catalog page:

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

Link to Resident Teacher course catalog page:

<http://nl.smartcatalogiq.com/2015-2016-final/undergraduate-and-graduate-catalog/national-college-of-education/national-college-of-educationgraduate/elementary-education-mat/elementary-education-mat-resident-teacher-program>

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)

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:

1. Candidates create an account and register before submission.
2. Faculty should provide instruction regarding edTPA file formats before submission day.
  - \* Make sure all files are in appropriate format and lesson plans are all in one file (no JPG).
  - \* Make sure videos are compressed before submission.
3. Reference and use the Evidence Charts OFTEN.
4. Submit during LiveText and Pearson business hours so they are available for support.
  - \* Avoid submitting in the evening and on weekends.
5. Seminar Leaders should arrange to have another faculty member to provide additional support during submission.

In September 2016, Teacher Prep Leadership reviewed the final scores of the 2015-16 year, as there were still submissions throughout the summer. The team is currently carefully examining the data for areas of program improvement; however, our initial data is promising:

- \* 293 Submissions
- \* 46.28 Average Score (of portfolios with 15 rubrics)
- \* Score Range 27-65
- \* Pass Rate 97.2%

As of September 1, 2016, all but 2 candidates from the 2015-16 school year have successfully passed the edTPA.

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.

**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	345		4

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

	Traditional	Online	Alternative
Number of candidates	147		4

**-- 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
<a href="#">Select</a>	Allen Studnitzer	MAT	Special Education
<a href="#">Select</a>	Amy Bratsos	M. Ed.	Reading Specialist
<a href="#">Select</a>	Angela Elkordy	Ph. D.	Educational Leadership & Instructional Technology
<a href="#">Select</a>	Anna Gillespie-DiPinto	MAT	Education
<a href="#">Select</a>	Barbara Barbour	M. Ed.	Curriculum and Instruction
<a href="#">Select</a>	Charles Sentell	Ed. D.	Elementary Education
<a href="#">Select</a>	Claudia Katz	Ed. D.	Reading Specialist
<a href="#">Select</a>	Craig Cunningham	Ph. D.	Educational Philosophy
<a href="#">Select</a>	Cynthia Hopp	MAT	Teaching and Leadership
<a href="#">Select</a>	Cynthia Mee	Ph. D.	Middle Level Education/Gender Studies, Media Stud
<a href="#">Select</a>	Deborah O'Connor	CAS	Elementary Education
<a href="#">Select</a>	Deborah Shefren	MAT	Curriculum and Instruction
<a href="#">Select</a>	Diane Morrone	MA	Reading
<a href="#">Select</a>	Donald Swanson	CAS	Leadership and Instruction
<a href="#">Select</a>	Douglas Harter	MSW	School Psychologist
<a href="#">Select</a>	Edna Bazik	Ph. D.	Math Education
<a href="#">Select</a>	Elizabeth Grace	M. Ed.	Education
<a href="#">Select</a>	Eun Kyung Ko	Ph. D.	Elementary Education
<a href="#">Select</a>	George Litman	Ph. D.	Educational Psychology
<a href="#">Select</a>	Jacquelyn Benchik-Osborne	Ph. D.	Curriculum and Instruction
<a href="#">Select</a>	Janet Lorch	CAS	Elementary Education
<a href="#">Select</a>	Jason Stegemoller	Ph. D.	Curriculum and Instruction
<a href="#">Select</a>	Jeffrey Winter	Ph. D.	Elementary Education
<a href="#">Select</a>	Linda Brodie	Ed. S.	School Psychology
<a href="#">Select</a>	Linda Kryzak	CAS	TIE
<a href="#">Select</a>	Margaret McGregor	Ed. D.	Curriculum and Instruction
<a href="#">Select</a>	Margaret Pyterek	Ed. D.	Reading and Language
<a href="#">Select</a>	Mark Newman	Ph. D.	History
<a href="#">Select</a>	Mary Sivik	Ed. D.	Educational Leadership
<a href="#">Select</a>	Michael Vaughn	Other	Music History
<a href="#">Select</a>	Nancy Naughten	Ed. S.	Middle Level Education
<a href="#">Select</a>	Niles Engerman	Ed. D.	Social Inquiry and Curriculum
<a href="#">Select</a>	Patrick Schwarz	Ph. D.	Special Education
<a href="#">Select</a>	Pennie Olson	Ph. D.	Elementary Education
<a href="#">Select</a>	Rachel Diaz	MAT	Teaching
<a href="#">Select</a>	Rebecca Binks	M. Ed.	Reading
<a href="#">Select</a>	Rick Wade	Ph. D.	Elementary Education
<a href="#">Select</a>	Ruth Freedman	Ed. D.	Elementary Education
<a href="#">Select</a>	Ruth Quiroa	Ph. D.	Curriculum and Instruction
<a href="#">Select</a>	Sara Schneider	Ph. D.	Performance Studies
<a href="#">Select</a>	Seema Imam	Ed. D.	Elementary Education
<a href="#">Select</a>	Shani Beth-Halachmy	Ph. D.	School/Educational Psychology
<a href="#">Select</a>	Sophie Degener	Ed. D.	Language and Literacy
<a href="#">Select</a>	Sunshine Kapp	M. Ed.	Language and Literacy
<a href="#">Select</a>	Terry Costello	MAT	Elementary Education
<a href="#">Select</a>	Todd Price	Ph. D.	Curriculum and Instruction
<a href="#">Select</a>	Virginia Jagla	Ph. D.	Middle Level Education, Urban Education
<a href="#">Select</a>	Vito DiPinto	Ed. D.	Instructional Leadership
<a href="#">Select</a>	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	275	268	269				267	268	
Average Sub scores									
1. Language Arts and Literacy	265	266	264				259	265	
2. Mathematics	274	274	274				279	280	
3. Science	268	267	268				263	258	
4. Social Science	265	263	264				263	268	
5. Arts, Health and Physical	275	272	273				267	268	
6.									
7.									
8.									

Number of candidates who took: 93

Number of candidates who passed: 90 Pass Rate (%): 97

Number of candidates who did not pass on the first try: 1

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		259	246					256	249
Average Sub scores									
1. Foundations, Characteristics, and Assessment		253	228					251	231
2. Planning and Delivering Instruction		261	261					259	261
3. Managing the Learning Environment		261	236					258	246
4. Collaboration, Communication, and Professionalism		260	248					250	251
5. Language Arts		258	255					257	257

Number of candidates who took: 5

Number of candidates who passed: 5 Pass Rate (%): 100

Number of candidates who did not pass on the first try: 2

-- RESULTS--

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

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

Delivery Mode	Assessment Result	Discussion of Plan (5000 characters max)
Traditional	228 (Sub score 1)	Faculty have provided private tutoring for the APT Test. Moving forward, this will be replaced by the edTPA, in which we have a rigorous supporting plan for successful completion.
Alternative	231 (Sub score 1)	Faculty have provided private tutoring for the APT Test. Moving forward, this will be replaced by the edTPA, in which we have a rigorous supporting plan for successful completion.

Traditional	236 (Sub score 3)	Faculty have provided private tutoring for the APT Test. Moving forward, this will be replaced by the edTPA, in which we have a rigorous supporting plan for successful completion.
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