

## Annual Program Report

Program Information

SESSION  
TIMEOUT 119:15

**RCDT:** 65108536551

**Name:** National Louis University

**Institution:** NATIONAL-LOUIS UNIVERSITY

**Academic Year:** 2015 - 2016  
**Program:** Reading Specialist

**-- 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 Reading  
<http://nl.smartcatalogiq.com/en/2015-2016-Final/Undergraduate-and-Graduate-Catalog/National-College-of-Education/National-College-of-EducationGraduate/Reading-Program/Reading-MEd-Reading-Specialist-Option>

CAS Reading  
<http://nl.smartcatalogiq.com/en/2015-2016-Final/Undergraduate-and-Graduate-Catalog/National-College-of-Education/National-College-of-EducationGraduate/Reading-Program/Reading-Certificate-of-Advanced-Study-Reading-Specialist-Option>

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)

In 2014-15, in response to our SPA feedback, we redesigned our assessments, paring them back to only eight key assessments for the entire Reading Specialist program. In 2015-16, we streamlined the assessment process even more, by putting those eight key assessments into LiveText. Now reading faculty can easily access and assess student work in LiveText, using rubrics that reflect the 2010 IRA (now ILA) Standards for Reading Professionals. Because of this simplified process, it is much easier for us now to see our programs' strengths and needs and to compare assessment results across cohorts and classes. For the most part, our candidates have shown improvement from the first year of our new assessments to the second year. We believe this is due to the fine tuning done to clarify instructions and evaluation rubrics for the assessments from 2014-15 to 2015-16. At this time, the language included in our rubrics is clear and consistent, and we are better able to distinguish our candidates across categories.

**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
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	52		

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

	Traditional	Online	Alternative
Number of candidates	27		

**-- 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
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<a href="#">Select</a>	Angela Elkordy	Ph. D.	Educational Leadership & Instructional Technology
<a href="#">Select</a>	Claudia Katz	Ed. D.	Reading Specialist
<a href="#">Select</a>	Debra Gurvitz	Ed. D.	Reading Specialist
<a href="#">Select</a>	Elizabeth Kearney	Ed. D.	Language and Literacy
<a href="#">Select</a>	Gerl Chesner	Ph. D.	Urban Education
<a href="#">Select</a>	Kamau Rashid	Ph. D.	Educational Foundations
<a href="#">Select</a>	Leslie Katch	Ph. D.	Early Childhood
<a href="#">Select</a>	Mary Hoch	Ed. D.	Reading and Language
<a href="#">Select</a>	Nancy Hekkema	MA	School Psychologist
<a href="#">Select</a>	Peter Fisher	Ph. D.	Reading Specialist
<a href="#">Select</a>	Ruth Quiroa	Ph. D.	Curriculum and Instruction
<a href="#">Select</a>	Sophie Degener	Ed. D.	Language and Literacy
<a href="#">Select</a>	Stuart Carrier	Ph. D.	Educational Leadership
<a href="#">Select</a>	Susan McMahon	Ph. D.	Literacy Development
<a href="#">Select</a>	Toby Rajput	Other	Library and Information Science
<a href="#">Select</a>	Todd Price	Ph. D.	Curriculum and Instruction
<a href="#">Select</a>	Wendy Gardiner	Ed. D.	Curriculum and Instruction

**Total Number of Program Faculty: 17**

	<u>Number of FT</u>	<u>Number of PT</u>	<u>Number of Adjunct</u>
Doctorate	13	0	2
Masters	0	0	1
Bachelors	0	0	0

**Number of faculty members teaching content for this program. 9**

-- 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	279	267	271						
Average Sub scores									
1. Average Score Subtest 1	272	268	264						
2. Average Score Subtest 2	266	264	272						
3. Average Score Subtest 3	261	257	267						
4. Average Score Subtest 4	279	280	280						
5.									
6.									
7.									
8.									

Number of candidates who took: 14  
 Number of candidates who passed: 14 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:

-- 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.

Cancel

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