

<b>Annual Program Report</b> Program Information		ANNUAL PROGRAM REPORT   ISBE HOME   LOGOUT
RCDT: 65108536551		SESSION TIMEOUT 118:23
Name: National Louis University		

**Institution:** NATIONAL-LOUIS UNIVERSITY  
**Academic Year:** 2015 - 2016  
**Program:** Social Science - Psychology

-- 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/en/2015-2016/2015-2016-Undergraduate-and-Graduate-Catalog/Concentrations/Secondary-Education-Concentrations/Secondary-Education-MAT-Social-Studies-Concentration-Traditional-Program>

Link to Residency Teacher Program

<http://nl.smartcatalogiq.com/en/2015-2016/2015-2016-Undergraduate-and-Graduate-Catalog/National-College-of-Education/National-College-of-EducationGraduate/Secondary-Education-MAT/Secondary-Education-MAT-Residential-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 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:

- Candidates create an account and register before submission.
- 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.
- Reference and use the Evidence Charts OFTEN.
- Submit during LiveText and Pearson business hours so they are available for support.
  - \* Avoid submitting in the evening and on weekends.
- 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)

The teacher preparation core of the Secondary Education Program consists of three courses: Introduction to secondary educations, discipline-based methods/practicum, and student teaching. In response to edTPA and competency appraisal scores, we have planned stronger connections among the courses so that a progressive learning sequence occurs over the three courses. Unit plan assessment has also played a role here. For example, more emphasis has been placed on planning in the introduction course, including the inquiry method and focus on Understanding by Design. A small unit is developed in that course. In the methods/practicum coursework, candidates develop a unit, preferably connected to lessons they will teach in the practicum; this acts as a mini-edTPA-like process. Student teaching provides a third practice for unit planning. A similar process guides lesson planning. In this way, the program faculty responded to the trend in the field toward inquiry-based learning.

**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	4		

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.

Select	Faculty Name	Highest Degree	What Field
<a href="#">Select</a>	Allen Studnitzner	MAT	Special Education

Select	Andrew Gengel	MA	Secondary Education
Select	Barbara Gomez	M. Ed.	ESL 6-12
Select	Cheryl Wilson	Other	School Psychology
Select	Claudia Katz	Ed. D.	Reading Specialist
Select	Douglas Harter	MSW	School Psychologist
Select	Elizabeth Kearney	Ed. D.	Language and Literacy
Select	Jane Wisdom	MA	MA English and MA Administration Type 75
Select	Jenny Gustavson	M. Ed.	Curriculum & Instruction, Concentration TEFL/TESL
Select	Joan Gross	Ed. D.	Instructional Leadership
Select	Kate Zilla	Ph. D.	Counselor
Select	Kathryn Wolfkiel	Ph. D.	French
Select	Kimberly Sammarco	MAT	Teaching
Select	Michael Troop	Ed. D.	Secondary Education
Select	Nancy Hekkema	MA	School Psychologist
Select	Patricia Puccio	Ed. D.	Educational Psychology
Select	Paula Di Domenico	Ed. D.	Curriculum & Instruction: Literacy Education
Select	Rebecca Binks	M. Ed.	Reading
Select	Rick Wade	Ph. D.	Elementary Education
Select	Sadia Warsi	Ph. D.	Education
Select	Sheila Trzcinka	Ph. D.	Educational Administration and Policy
Select	Stella Gonzalez	MS	Education
Select	Vera Kemeny	Ph. D.	Math Education, Educational Psychology
Select	Vito DiPinto	Ed. D.	Instructional Leadership
Select	Xiaoning Chen	Ph. D.	Literacy and Language Education

Total Number of Program Faculty: 25

	Number of FT	Number of PT	Number of Adjunct
Doctorate	8	0	6
Masters	0	0	10
Bachelors	0	0	0

Number of faculty members teaching content for this program. 21

-- 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
Total Test	250	243	245					
Average Sub scores								
1. Average Score Subtest 1	251	225	230					
2. Average Score Subtest 2	248	235	235					
3. Average Score Subtest 3	258	291	265					
4. Average Score Subtest 4	250	233	263					
5.								
6.								
7.								
8.								

Number of candidates who took: 1  
 Number of candidates who passed: 1 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.

Program Content-Area Test:

Delivery Mode	Assessment Result	Discussion of Plan (5000 characters max)
Traditional	230 (Sub score 1)	An over-all minimum pass score of 240 is required for admission to NCE. In the case of this subtest, a score of 230 in the area of Social Science Foundations provides instructors of methods courses the opportunity to differentiate expectations for increased learning in the area of need. The curriculum in Secondary Education Methods courses (SEC 510-524) contains a key assignment on unit construction that addresses this subject

Traditional	235 (Sub score 2)	An over-all minimum pass score of 240 is required for admission to NCE. In the case of this subtest, a score of 235 in the area of Social Science Foundations provides instructors of methods courses the opportunity to differentiate expectations for increased learning in the area of need. The curriculum in Secondary Education Methods courses (SEC 510-524) contains a key assignment on unit construction that addresses this subject
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