

ANNUAL PROGRAM REPORT ISRE HOME LOGOUT
Annual Program Report Program Information
SESSION TIMEOUT 115:21
RCDT: 65108536551 Name: National Louis University

Institution: NATIONAL-LOUIS UNIVERSITY

Academic Year: 2015 - 2016

Program: Learning Behavior Specialist I (LBS I) (2009 Alt Cert)

-- 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/special-education-ba>

Link to Graduate course catalog page:

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

Link to course sequence for both:

<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)

For all the licensure programs, edTPA was implemented in Illinois as requirement in all teacher education programs. Much consideration was taken in redesigning all the courses to meet not only the State requirements, but also to provide the most research-based program for all the Special Education teacher candidates. New assignments were added to include best practice methodology and to provide all candidates with the knowledge and skills that they would need to be an effective teacher.

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	183		19

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

	Traditional	Online	Alternative
Number of candidates	27		13

-- 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	Amber Bechard	Ed. D.	Curriculum and Instruction
Select	Antonina Lukenchuk	Ed. D.	Educational Foundations and Inquiry
Select	Barbara Sherman	Ed. D.	Educational Leadership
Select	Cheryl Lind	Ed. S.	School Psychology
Select	Cheryl Wilson	Other	School Psychology
Select	Deborah Faermark	CAS	Special Education
Select	Deborah Lubeck	M. Ed.	Special Education
Select	Diane German	Ph. D.	Speech
Select	Donna Wakefield	Ph. D.	Special Education
Select	Douglas Harter	MSW	School Psychologist
Select	Elizabeth Grace	M. Ed.	Education
Select	Jacquelyn Benchik-Osborne	Ph. D.	Curriculum and Instruction
Select	Jumana Khalifeh	Ed. D.	Education
Select	Kate Zilla	Ph. D.	Counselor
Select	Kathleen Kotel	M. Ed.	Curriculum
Select	Kelly Shepard	M. Ed.	Curriculum and Instruction
Select	Leah Miller	MAT	English as a foreign language
Select	Linda Kryzak	CAS	TIE
Select	Lisa Marren	MA	Special Education
Select	Mara Meyer	MS	Speech Hearing and Language Pathology
Select	Margaret Bouchard	Ph. D.	Education
Select	Nancy Hekkema	MA	School Psychologist
Select	Nancy Silverman	MA	Speech Language Pathology
Select	Patricia Puccio	Ed. D.	Educational Psychology
Select	Patrick Schwarz	Ph. D.	Special Education
Select	Sadia Warsi	Ph. D.	Education
Select	Sara Efron	Ph. D.	Research/Educational Foundations
Select	Seth Harkins	Ed. D.	Special Education
Select	Sheila Trzcinka	Ph. D.	Educational Administration and Policy
Select	Tenena Soro	Ph. D.	Linguistics
Select	Terry Jo Smith	Ph. D.	Research/ Special Education
Select	Thomas Porter	MS	Curriculum and Instruction
Select	Todd Price	Ph. D.	Curriculum and Instruction
Select	Vito DiPinto	Ed. D.	Instructional Leadership
Select	Xiuwen Wu	Ph. D.	Special Education

Total Number of Program Faculty: 36

	Number of FT	Number of PT	Number of Adjunct
Doctorate	12	0	8
Masters	1	0	14
Bachelors	0	0	0

Number of faculty members teaching content for this program. 27

-- 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	273	269	267				274	243	
Average Sub scores									
1. Foundation and Character	269	269	267				271	273	
2. Development and Character	270	272	270				265	233	
3. Planning and Delivering I	269	272	273				266	233	
4. Managing the Learning Environment	260	261	258				257	197	
5. Working in a Collaborative Environment	260	263	262				259	276	
6. Leadership, and Growth	273	279	272				274	230	
7.									

8. _____

Number of candidates who took: 43
 Number of candidates who passed: 39 Pass Rate (%): 91

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	257	239			258	
Average Sub scores						
1. Foundations, Characteristics, and Assessment	248	221			250	
2. Planning and Delivering Instruction	260	245			264	
3. Managing the Learning Environment	261	231			262	
4. Collaboration, Communication, and Professionalism	268	238			261	
5. Language Arts	249	258			252	

Number of candidates who took: 2
 Number of candidates who passed: 1 Pass Rate (%): 50

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

-- 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)
Pass Rate	50%	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	221 (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	231 (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.
Traditional	238 (Sub score 4)	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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