

RCDT: 65108536551 **Name:** National Louis University

Institution: NATIONAL-LOUIS UNIVERSITY

Academic Year: 2015 - 2016
Program: Technology 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)

Link to graduate program course catalog page:
 TIE MED
<http://nl.smartcatalogiq.com/en/2015-2016-Final/Undergraduate-and-Graduate-Catalog/National-College-of-Education/National-College-of-EducationGraduate/Technology-in-Education/Technology-in-Education-MEd>
 TIE CAS
<http://nl.smartcatalogiq.com/en/2015-2016-Final/Undergraduate-and-Graduate-Catalog/National-College-of-Education/National-College-of-EducationGraduate/Technology-in-Education/Technology-in-Education-Certificate-of-Advanced-Study>
 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)

During the 2015-2016 academic year, the CAS program completed its final TIE "teach out" and was eliminated entirely. There were no significant changes to the structure of the MEd program for this year, although select courses were updated to align with the newest ISTE Coach standards, replacing the obsolete ISTE Technology Facilitator standards. During the the 2015-2016 academic year, curricula and courses were revised and further developed. These changes will be submitted to ISBE this academic year.

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		45	

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

	Traditional	Online	Alternative
Number of candidates		11	

-- 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	Angela Elkordy	Ph. D.	Educational Leadership & Instructional Technology
Select	Antonina Lukenchuk	Ed. D.	Educational Foundations and Inquiry
Select	Craig Cunningham	Ph. D.	Educational Philosophy
Select	Erika Burton	Ed. D.	Leadership and Administration
Select	Kamau Rashid	Ph. D.	Educational Foundations
Select	Leslie Katch	Ph. D.	Early Childhood
Select	Linda Kryzak	CAS	TIE
Select	Nicole Zumpano	M. Ed.	Administration and Supervision
Select	Russ Revzan	MS	Educational Technology
Select	Sara Efron	Ph. D.	Research/Educational Foundations
Select	Vito DiPinto	Ed. D.	Instructional Leadership

Total Number of Program Faculty: 11

	Number of FT	Number of PT	Number of Adjunct
Doctorate	7	0	1
Masters	0	0	3
Bachelors	0	0	0

Number of faculty members teaching content for this program. 6

-- 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				265		258			
Average Sub scores									
1. Foundations of Technology				256		256			
2. Infrastructure				239		255			
3. Integration of Tech				238		252			
4. Management, Planning, Professional Development				265		269			
5.									
6.									
7.									
8.									

Number of candidates who took: 3
 Number of candidates who passed: 3 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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