

PROGRAM REPORT FOR THE PREPARATION OF EDUCATIONAL LEADERS
(School District Leadership Level)
Educational Leadership Constituent Council (ELCC)
Option A (2011 Standards)

NOTE: This form uses the ELCC standards approved by NCATE in 2011. Programs have the option to use either the 2001 or 2011 programs submitting reports through Fall 2012. Beginning in Spring 2013 ALL programs must use the new standards.

Educational Leadership Constituent Council (ELCC)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

National Louis University

2. State

Illinois

3. Date submitted

MM DD YYYY

09 / 13 / 2016

4. Report Preparer's Information:

Name of Preparer:

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6. Name of institution's program

Educational Leadership

7. NCATE Category

Educational Leadership-Superintendent

8. Grade levels⁽¹⁾ for which candidates are being prepared

PreK - 12

(1) e.g. K-6, P-12

9. Program Type

- Other School Personnel
 Unspecified

- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?

- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

Illinois, Wisconsin and Florida

13. Title of the state license for which candidates are prepared

Illinois Superintendent

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- Response to National Recognition With Conditions

15. Is your unit seeking

- NCATE accreditation for the first time (initial accreditation)
- Continuing NCATE accreditation

16. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section IV Does your state require such a test?

- Yes
- No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of ELCC standards. (Response limited to 4,000 characters)

Built within the framework of the 2011 ELCC standards, the National-Louis University Ed.D. degree program in Educational Leadership (EDL) is a three-year, practitioner-oriented professional preparation doctoral curriculum for school district or school system leaders. Though it officially targets endorsement for the superintendency, the Educational Leadership program prepares leaders for a variety of roles in schools, districts, charter organizations, technical assistance organizations, policy and political organizations, and government. As a professional-practitioner program, the Ed.D. in Educational Leadership prepares candidates with theory, research, and best practice in PreK-12 educational improvement. Candidates are expected to demonstrate competencies in multiple areas that contribute to school reform and professionally-accepted methods of education. Furthermore, candidates develop an analytic ability to critique educational structures, policies, programs, and practices.

State of Illinois policies heavily influence the application of ELCC standards in the doctoral curriculum in that Illinois requires detailed curriculum mapping of the academic program to all components of the ELCC standards. Illinois Administrative Code, Part 33 stipulates that "each program shall meet the Educational Leadership Program Standards: 2011 ELCC District Level published by the National Policy Board for Educational Administration" (Per Illinois Administrative Code, Part 33, Section 33.30 (c) and Section 33.50(b)and Section 33.70 (b)(10) (C)and Section 33.70 (b)(10)(D).

In response to an Illinois statutory change in the Superintendent's Endorsement, NLU's EDL faculty wrote a 2016 New Program Proposal to the Illinois State Board of Education (ISBE), presenting an updated curriculum and documenting written partnership agreements with Deerfield Public School District #109, Waukegan Community Unit School District #60, the Illinois Association of School Administrators, and the Illinois Association of School Business Officials. The updated program proposal includes a matrix detailing how NLU's EDL curriculum addresses the 2011 ELCC District Level Standards in the learning assignments, internship experiences, and key assessments designed into the program.

The change of Illinois statute governing the superintendent's endorsement prompted a major program revision by NLU's Educational Leadership faculty in the 2015-16 academic year, which included changes in specific key assessments, particularly district-level case studies aligned with the 2011 ELCC District Level standards. Consequently, the program has been restructured to collect candidate performance data in the key assessment areas as of the Winter 2017 inaugural offering of the revised EDL Doctorate. Previously collected performance data was used in the 2015-16 program redesign process.

Individual candidate performance results collected in the previous versions of key assessment stimulated some of the 2016 curricular

changes, including sharpening of the district-level internship focus away from logged hours toward nine specific leadership tasks framed by the 2011 ELCC standards. NLU's internal program review also prompted institutional actions intended to elevate dissertation and degree completion rates through an increase in financial and information resources devoted to helping students navigate the conclusion of the doctorate. Procedures for the final term of doctoral pursuit were revised and clarified in a collaborative effort by NLU's National College of Education (NCE), Library, and Office of Admissions and Records (OAR) to streamline dissertation completion from the point of successful defense to uploading of the completed dissertation into Digital Commons as a means of assuring electronic access to NLU's catalog of dissertation holdings. These changes, combined with a sharpening of the use of NLU's Desire2Learn learning management system and LiveText portfolio to document both dissertation progression and student documentation of leadership competency demonstrations related to the 2011 ELCC standards.

In summary, NLU's EDL faculty were gratified by steady gains in Educational Leadership (Superintendent) program quality attained through increased institutional emphasis on evidence-based program evaluation, using benchmarks and rubrics designed in alignment with 2011 ELCC standards. NLU faculty were particularly pleased to have been invited to participate in the Illinois revision of rules related to offering an advanced program leading to the Superintendent's Endorsement. Overall, National Louis University places great value in its Educational Leadership doctorate as the largest doctoral offering in the institution's array of academic programming.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. Please include a description to inform reviewers how the internship/clinical experience(s) have been designed to meet ELCC standards 7.1, 7.2, and 7.3. See Standard 7.0 rubric in Appendix 1 of the 2011 ELCC Standards for reference. (Response limited to 8,000 characters)

National Louis University (NLU) addresses 6 components of candidate experience in Student Achievement, School Improvement, Hiring/Supervision/Evaluation, Professional Development, Operational Activities, and Collaboration through internship tasks embedded in 9 projects candidates will complete while enrolled in the superintendent preparation program. A detailed overview of the 9 projects and assessment rubrics can be found in Item 4 below (Overview of EDL Doctorate: Internship Program), which includes internship assignments cross-listed to 2011 ELCC Standards. Item 3 below (Plan of Study with Course Titles) provides a description of the program curriculum and focus areas that also supports the internship. In addition to the 9 internship projects, 13 field experiences are embedded in the coursework as presented in the chart found in Item 3 below (NLU EDL Doctorate: Courses with 2011 ELCC Standards & Field Experiences). The 13 field experiences are also embedded in each course syllabi.

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

NLU EDL Doctorate: Plan of Study with Course Titles	NLU EDL Doctorate: Courses with 2011 ELCC Standards & Field Experiences
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See **Attachment** panel below.

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

Overview of EDL Doctorate: Internship Program

See **Attachment** panel below.

5. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: Illinois		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2015-2016	159	31
2014-2015	112	18
2013-2014	106	31

Program: Wisconsin		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾

2015-2016	35	17
2014-2015	40	0
2013-2014	25	0

Program: Florida		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2015-2016	47	5
2014-2015	48	17
2013-2014	42	0

(2) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Azcoitia, Carlos
Highest Degree, Field, & University ⁽³⁾	Doctorate in Education Leadership and Educational Policy Northern Illinois University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Educational Leadership MEd and EdD
Faculty Rank ⁽⁵⁾	Distinguished Professor of Practice
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Appointed Board Member in Chicago Public Schools, Presentations at National and Global Forums, Forthcoming publication of book on Community School Leadership
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Classroom teacher in Middle Grades 9years Principal 10 years Deputy Chief of Education Chicago Public Schools

Faculty Member Name	Buckman, Daniel C.
Highest Degree, Field, & University ⁽³⁾	Ed.D. Educational Doctorate / Educational Leadership University Of Central Florida
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Public School District Instructional Curriculum Coach Reading Recovery Teacher Leader Public School District Literacy Intervention Coach
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	1. NLU Senate Chair-current 2. 6-21-16 Leadership Development for State of Florida Adult Education School Leaders: Understanding Yourself In The Eyes Of Those You Lead 3. 6-1-2016 Bishop Moore HS PD for faculty: Critical Friends Groups 4. 10-20-2015 Bishop Moore HS PD for faculty: The Journey to GREAT Teaching & Learning
Teaching or other professional experience in P-12 schools ⁽⁹⁾	30 years in Public Schools: 1. Biology Teacher 10 years 2. Assistant and Principal-14 years 3. Associate Superintendent-6 years

Faculty Member Name	Burg, Carol A.
Highest Degree, Field, & University ⁽³⁾	Ph.D. in Higher Education Administration with cognate in Educational Leadership, University of South Florida
Assignment: Indicate the role of the faculty member ⁽⁴⁾	EDL faculty and FL doctoral program administrator
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Burg, C.A. and Carrier, S. I. (2016, August). Preparing Urban School Leaders in Chronically Low-performing Schools. Paper presented at the annual meeting of the National Council of Professors of Educational Administration, Detroit, Michigan. Burg, C.A. (2015, September). Good Mentors / Bad Mentors and Good Mentees / Bad Mentees: Perspectives From Mentors. Paper presented at the annual meeting of the British Educational Research Association, Queen s University Belfast, Northern Ireland, U.K. Burg, C.A. (2014, September). Good Synergy and Bad Synergy: The Mentor s Perspective. Paper presented at the annual meeting of the British Educational Research Association, University of London, London, U.K.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	1. Music teacher, Sarasota FL public schools. 2. Partnership work with Florida public school districts and with the Wallace Foundation Principal Pipeline project. 3. Dissertation chair and committee work with school and district-level educators conducting school research in NLU's practitioner doctorate in Educational Leadership.

Faculty Member Name	Carrier, Stuart
Highest Degree, Field, & University ⁽³⁾	Ph.D., Curriculum & Instruction, University of South Florida
Assignment: Indicate the role of the faculty member ⁽⁴⁾	M.Ed. in Administration & Supervision and Teacher Leadership Ed.S. in Administration & Supervision Ed.D. in Educational Leadership M.Ed. in TLA with a major in Teacher Leadership Educational Foundations & Inquiry
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	1. Professional development workshops for teacher leaders. 2. Principal pipeline research in partnership with Florida and Illinois school districts and the Wallace Foundation. 3. Collaborative curriculum development in school, district, and postsecondary leadership with school districts and universities.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	1. Teaching at secondary ed level in language arts, grades 10, 11, 12 2. Service on school district advisory councils and task groups. 3. Visits to schools in support of masters, EdS, and doctoral candidate research projects.

Faculty Member Name	Fitzpatrick, James
Highest Degree, Field, & University ⁽³⁾	PhD in Educational Administration, University of Wisconsin-Madison
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Educational Leadership
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	1) have written guest columns in a regional newspaper focusing on issues related to Wisconsin's public schools. (scholarly) 2) supervised the Doctoral and Masters internship programs as the Wisconsin program closed out. I was responsible for picking up the supervision duties for many interns after faculty left and NLU (leadership). Recently worked with Harry Ross in establishing a partnership with the archdiocese of Chicago. 3) I remain an active member in the Fort Atkinson Rotary club. I have been a co-chai of several fundraising efforts to support projects in the community.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	1. Superintendent of Schools PreK-12 School District. 2. High School Principal (3 different districts-- rural, suburban, and urban) 3. history teacher and coach back in the late 70s

Faculty Member Name	Gibson, Harrington
Highest Degree, Field, & University ⁽³⁾	PhD in Learning and Teaching, Harvard Graduate School of Education
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Designed a study documenting the pedagogy and instruction of four teachers across grade levels (Headstart, third grade, middle school (Reading/Language Arts and High School (English/Language Arts)

Faculty Member Name	Lubefeld, Michael
Highest Degree, Field, & University ⁽³⁾	EdD Loyola University Chicago Curriculum & Instruction
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Educational Leadership NCE multiple courses EDL 524 525 526 527 570 571
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Advisory Board Member AASA Digital Consortium Published in Journal of Scholarship & Practice Summer 2016 Co directed IASA Aspiring Superintendent Academy 2016
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Superintendent of Schools Deerfield Public Schools District 109 Superintendent Pennoyer School District 79 Teacher and administrator North Shore School District 112

Faculty Member Name	McDaniel-Hall, Gloria
Highest Degree, Field, & University ⁽³⁾	Ed.D. Ed Leadership Concordia University, River Forest
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Ed Leadership
Faculty Rank ⁽⁵⁾	Assistant Professor

Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	ASCD PDK Chicago Leadership Collaborative (CLC)
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Teacher - Chicago Public Schools Principal - Chicago International Charter Schools Director of School Quality - National Heritage Academies

Faculty Member Name	Minor, Elizabeth
Highest Degree, Field, & University ⁽³⁾	PhD, Sociology, University of Notre Dame
Assignment: Indicate the role of the faculty member ⁽⁴⁾	EDL
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Covay Minor, Elizabeth, Laura Desimone, Jade Caines Lee, & Eric Hochberg. 2016. Insights on How to Shape Teacher Learning Policy: The Role of Teacher Content Knowledge in Explaining Differential Effects of Professional Development. Education Policy Analysis Archives 24(60). Covay Minor, Elizabeth. 2016. Racial Differences in Math Test Scores for Advanced Math Students. The High School Journal 99(3). Covay Minor, Elizabeth. 2016. Classroom Composition and Racial Differences in Opportunities to Learn Journal of Education for Students Placed At-Risk 20:238-262.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	N/A

Faculty Member Name	Monson-Lasswell, Linell
Highest Degree, Field, & University ⁽³⁾	EdD in Educational Leadership, National-Louis University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Educational Leadership
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Serve as communication Liaison for Illinois ASCD
Teaching or other professional experience in P-12 schools ⁽⁹⁾	I was a public school teacher and administrator for 33 years. Twenty years as a secondary math instructor, six as a mathematics coordinator and seven as an Assistant Superintendent for Curriculum/Instruction. Facilitation of Strategic Planning for North Boone, Rockford, and Harlem Public Schools; Curriculum Development for DeKalb Public Schools; Provided Training on Implementation of the Math Common Core for DeKalb Public Schools and Regional Office of Educational

Faculty Member Name	Stringer, Sandra
Highest Degree, Field, & University ⁽³⁾	Ed.D. Education Leadership National Louis University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	EDL
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	N/A
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Asst. Supt, principal, Assoc. Supt.

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment ⁽¹⁰⁾	Type or Form of Assessment ⁽¹¹⁾	When the Assessment Is Administered ⁽¹²⁾
Assessment #1: Licensure assessment, or other content-based assessment (required)	State of Illinois, Superintendent Test #187	standardized test	End of Program
Assessment #2: Assessment of content knowledge in educational leadership (required)	Case Study 2 Case Study 3 Case Study 4 Part 2 of Change Leadership	narrative narrative narrative narrative	Beginning of program Mid-point in program Mid-point in program Mid-point in program
Assessment #3: Assessment that demonstrates candidates' instructional leadership skills in working with district and school personnel on issues of instruction, curriculum, culture, and professional development within the district. (Required)	Case Study 2 Case Study 3 Part 2 of Change Leadership	narrative narrative narrative	Beginning of program Mid-point in program Mid-point in program
Assessment #4: Assessment that demonstrates candidates leadership skills through district-level internship/clinical practice settings. (Required)	Superintendent Internship Survey from site mentors Required Internship Activities	survey internship log description and reflection	Mid-point in program End of program Throughout program
Assessment #5: Assessment of ability to support student learning and development (required)	Case Study 3 Case Study 4	narrative narrative	Mid-point in program End of program
Assessment #6: Assessment that demonstrates candidates' organizational management and community relations leadership skills in developing district policies and practices for effective district management and resource systems and district-community partnerships. (Required)	Case Study 2 Conclusions from Program Evaluation	narrative narrative	Beginning of program End of first year in program
	Dispositions Survey	Candidate self-reflection Faculty assessment	Beginning, middle and end of program

with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

#1 #2 #3 #4 #5 #6 #7 #8

4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment.								
4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district.	✓	✓	✓	✓	✓			
4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.								
4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.								

5. Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

#1 #2 #3 #4 #5 #6 #7 #8

5.1 Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success.								
5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.								
5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.	✓	✓		✓			✓	
5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.								
5.5 Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.								

6. Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

#1 #2 #3 #4 #5 #6 #7 #8

6.1 Candidates understand and can advocate for district students, families, and caregivers.								
6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.	✓	✓	✓	✓				
6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.								

7. Standard 7.0: A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.

7.1 Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences.

7.2 Sustained Experience: Candidates are provided a six-month concentrated (9–12 hours per week) internship that includes field experiences within a district environment.

7.3 Qualified On-site Mentor: An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution.

Information should be provided in Section I (Context), question 2, to address this standard.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in

general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score..

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE's unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:

- a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
 - b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
 - c. A brief analysis of the data findings;
 - d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
- and

(2) Assessment Documentation

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above), and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. State licensure tests or professional examinations of content knowledge. ELCC standards addressed in this entry could include but are not limited to: 1.1, 1.4, 2.3, 3.2, 4.1, 4.2, 4.3, and 6.1. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 1 - Content Knowledge.docx	Appendix A - Illinois Framework for Superintendent Test 187.pdf
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See **Attachment** panel below.

2. Assessment of content knowledge in educational leadership. ELCC standards addressed in this assessment could include but are not limited to 1.1, 1.4, 2.3, 3.2, 4.1, 4.2, 4.3, and 6.1. Examples of assessments include comprehensive examinations, essays, and case studies. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 2 - Content Knowledge.docx

See **Attachment** panel below.

3. Assessment that demonstrates candidates' instructional leadership skills in working with district and school personnel on issues of instruction, curriculum, culture, and professional development within the district. ELCC standards that could be addressed in this assessment include but are not limited to: Standard 1.0, 2.0, and 5.0. Examples of assessments include developing district improvement plans for instruction/curriculum, a district professional development plan, needs assessment projects, and/or district curriculum redesign projects. (Answer Required)

Provide assessment information as outlined in the directions for Sections III and IV.

See **Attachment** panel below.

4. Assessment that demonstrates candidates leadership skills through district-based internship/clinical practice settings. ELCC standards that could be addressed in this assessment include but are not limited to: Standard 1.0, 2.0, 3.0, 4.0, 5.0, and 6.0. Examples of assessments include faculty evaluations of candidates' performances, internship/clinical site supervisors' evaluations of candidates' performances, internship projects, and evaluation of candidates' formative and summative logs and reflections. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

See **Attachment** panel below.

5. Assessment that demonstrates candidates' district leadership skills that support P-12 student learning within a district. ELCC standards that could be addressed in this assessment include but are not limited to: Standard 1.0, 2.0, 3.0, 4.0, 5.0, and 6.0. Examples of assessments include a district leadership intervention project, an action research project to improve a district problem related to P-12 student learning, and/or project to develop a district P-12 student learning model based on AYP scores. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

See **Attachment** panel below.

6. Assessment that demonstrates candidates' organizational management and community relations leadership skills in developing district policies and practices for effective district management and resource systems and district-community partnerships. ELCC standards that could be addressed in this assessment include but are not limited to: Standard 3.0, 4.0, and 5.0. Examples of assessments include designing district-based strategic plans, a district improvement project, a district-community partnership proposal, and/or a district simulation (Answer Required)

Provide assessment information as outlined in the directions for Section IV

See **Attachment** panel below.

7. Additional assessment that addresses ELCC standards (optional). ELCC standards that could be addressed in this assessment include but are not limited to standards 1-6. Examples of assessments include portfolio tasks, postgraduate 360 evaluations, action research projects, needs assessment projects, faculty intervention plans, strategic plans, simulations, school intervention plans, internship evaluations, candidate test scores on comprehensive exams, licensure tests not reported in #1, and follow-up studies of employers.

Provide assessment information as outlined in the directions for Section IV

See **Attachment** panel below.

8. Additional assessment that addresses ELCC standards (optional). ELCC standards that could be addressed in this assessment include but are not limited to standards 1-6. Examples of assessments include portfolio tasks, postgraduate 360 evaluations, action research projects, needs assessment projects, faculty intervention plans, strategic plans, simulations, school intervention plans, internship evaluations, candidate test scores on comprehensive exams, licensure tests not reported in #1, and follow-up studies of employers.

Provide assessment information as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in

(or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

National Louis University's Educational Leadership faculty devoted the 2015-16 academic year to examining an array of assessment results derived from the program's seven assessments linked to the 2011 ELCC standards. As presented in Section II - List of Assessments, the tools included the State of Illinois Superintendent Test, case studies linked to ELCC standards areas, internship-related surveys and logs, candidate dissertation components related to program evaluation and change leadership, and a dispositions survey designed to collect candidate and faculty assessments and reflections. The array of key assessments were selected to generate data related to candidate performance in the dimensions of (1) content knowledge; (2) professional and pedagogical knowledge, skills, and dispositions; and (3) student learning in the schools and districts influenced by NLU doctoral candidates holding leadership positions.

Content Knowledge

The key assessment generating the strongest content validity in the area of candidate knowledge of district-level leadership knowledge and competencies is the State of Illinois Superintendent Test. In the years 2014-15 and 2015-16, NLU received state test results from a total of 28 candidates in the EDL program. In 2014-15, 13 out of 13 NLU candidates passed the examination and in 2015-16, 14 out of 15 candidates passed the Illinois Superintendent Test. NLU's faculty received these objective test results as external affirmation that candidates generally depart the EDL Doctoral Program with the knowledge and competencies expected by the principal state in which NLU offers this program. In monthly meetings, the EDL faculty analyzed the principal findings of our array of assessments, which included validation from not only the state test but also in particular the three case studies used in the program to stimulate leadership learning in situations described in the literature of educational leadership and the Journal of Cases in Educational Leadership. Applying detailed rubrics to case analyses by candidates, the faculty affirmed that the majority of EDL candidates meet or exceed program expectations related to advanced content knowledge in the field. In 2013-14, EDL program faculty participated in a National College of Education project to create a consistent key assessment rubric across all academic programs under the purview of the Council for the Accreditation of Educator Preparation, which resulted in the college-wide adoption of a rubric that uses four performance levels (unsatisfactory, basic, proficient, and distinguished). For CAEP-related purposes, the categories of proficient and distinguished are aggregated to denote performance mastery. This college-level project to regularize performance rubrics for CAEP purposes prompted a design change in the EDL rubrics and an associated adjustment to our systems-level data collection.

Moreover, National Louis University requires five-year internal curriculum reviews by program faculty and representatives of the Office of the Dean, and the Provost's Office. In that context, NLU's doctoral program in Educational Leadership was tapped for internal five-year review at the same time that the state of Illinois changed its statute governing the Superintendent's Endorsement, which prompted NLU's EDL faculty to use the five-year review as an opportunity to analyze evidence and to incorporate curricular changes in a major revision of the EDL doctorate to be initiated on the Winter 2017 term. In addition to program performance evidence, these changes in state statute, national statute (from No Child Left Behind to the Every Student Succeeds Act), college-level rubric structure, and the expanding knowledge base of the field of Educational Leadership prompted the EDL faculty to recalibrate its assessment system and to update case studies in particular to improve the program and retain its contemporary relevance.

Professional and Pedagogical Knowledge

The EDL Doctorate addresses professional and pedagogical knowledge by thematically emphasizing the candidates' own professional practice and its relationship to the standards and research-based practices manifested in the scholarly literature and the doctoral program itself. To assess the program's effectiveness in developing professional and pedagogical knowledge, NLU's EDL faculty analyzed candidate responses particularly in the internship activities by the candidates, site mentors, and supervising faculty. A faculty finding in this area was that program participants were engaging in a massive array of activities related to district and school improvement and candidates were diligently logging internship hours devoted to leadership projects with associated references to ISLLC standards. However, in the 2015-16 curriculum revision of the EDL Doctorate, the faculty instituted a major program improvement by restructuring the internship component of the program around nine specific projects described elsewhere in this SPA submission. This curricular change flowed from prior faculty experience with internship documentation organized as logs and produced a program improvement in the adoption of a competency-focused set of internship projects. This program improvement will be instituted with cohort groups starting with the Winter 2017 term.

Impact on Student Learning

Documentation of program impact on P-12 student learning remains the most complex and elusive goal of the EDL Doctorate. In the year-long evidence-based curricular analysis of the program, EDL faculty worked on program elements intended to improve our capture of evidence of the program's impact on learning by students under the leadership of NLU doctoral candidates. This includes two program improvement initiatives.

First, NLU's National College of Education expanded its use of the LiveText portfolio and assessment system to include the Field Experience Module (FEM), a newly purchased component designed to capture evidence of field-based learning and competency gains by program candidates. The EDL program will implement the Field Experience Module first in the M.Ed. / Ed.S. degree programs and study the results, followed by a later evidence-based decision related to field experience documentation in the EDL Doctorate.

Second, the EDL Doctorate faculty are in the process of redesigning the LiveText portfolio template used by candidates to collect and submit evidence of candidate performance improvement. The redesigned portfolio template will include a component designed with the intent of collecting evidence of candidate impact on student learning in their respective educational environments.

In summary, NLU's Doctoral program achieved a major milestone in 2015-16 in its use of program performance data as input to the largest program revision in five years, using faculty analysis to implement principal findings related to updating of case studies as key assessments and to changing our internship approach from logging hours to pursuing 9 standards-based advanced leadership projects. The Educational Leadership faculty of National Louis University share a sense of deep pride in the program's productive service to its leadership candidates and the educational communities that they serve.

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx>

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx>

(Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.