

Program Report for the Preparation of Elementary School Teachers  
Association for Childhood Education International (ACEI)  
2007 Standards - Option A

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 / 15 / 2016

**4. Report Preparer's Information:**

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**5. NCATE Coordinator's Information:**

Name:  
Arlene Borthwick  
Phone: (847) 947-5025 Ext.   
E-mail:  
aborthwick@nl.edu

**6. Name of institution's program**

Master of Arts in Teaching/AUSL

**7. NCATE Category**

Elementary or Childhood Education

**8. Grade levels<sup>(1)</sup> for which candidates are being prepared**

K-8

(1) e.g. K-6, K-3

- Advanced Teaching
- First Teaching License
- Other School Personnel
- Unspecified

**10. Degree or award level**

- Baccalaureate
- 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**

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

Type 03 Elementary Education

**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 ACEI standards. (Response limited to 4,000 characters)**

National-Louis University (NLU), with nearly 13,000 students, is a private, independent, nonprofit institution of higher learning. Founded in 1886 as National College of Education, the university's mission was the preparation of parents and teachers of young children. The school remains a leader in this area. Faculty from National-Louis University were involved in the founding of the National Congress of Mothers, which evolved into the PTA; established model education programs in Jane Addams' Hull House; formed the first four-year teachers education program in Illinois; established the first program in Chicago to train teachers of students with mental disabilities; and helped plan and direct the Head Start Program. National College of Education (NCE) is a professional community collaborating with candidates, teachers, administrators and others advocating for all learners. For over 135 years, NCE has as its mission excellence in teaching, service and professional development. NCE continues its tradition of innovative leadership, scholarship and professional development in Chicago and the Chicago-land area. Recognizing the importance of life-long learning in a diverse, rapidly changing global society, the College is committed to developing and empowering all learners, consistent with its mission. Candidates in the 36-semester hour Elementary Education MAT in Teaching program pursue a teaching license from Illinois. This provides them the necessary credential to teach in K- 9. Subsequent teacher candidates will have slightly revised grade level licensure (1-6) but that does not apply to 2014-16 academic years. Successful completion of this program entitles candidates in Illinois certification and an MAT in teaching degree. We offer a traditional MAT program delivery model and 3 alternative routes of certification programs. The traditional, on-campus program is offered at the 5 Chicago-area locations: Chicago, Elgin Lisle, Skokie (North shore), and Wheeling. The program allows candidates the opportunity to attend NLU on a full-time or part-time basis in order to obtain certification. In addition to certification, candidates may choose to complete the MAT degree with additional coursework.

The Elementary Education Program Teams strictly follow the standards established by the Association for Childhood Education International, Illinois State Board of Education Illinois Professional Teaching Standards and the Interstate New Teacher Assessment and Support Consortium Standards in preparing teacher candidates. These evidence based standards are powerful tools that provide clear direction and purpose for programs that prepare teacher candidates. All assessment documents are aligned with these standards. This combination of standards provides a powerful framework for our program development.

NLU is an Academy for Urban School Leadership (AUSL) teacher preparation partner. Together with AUSL, NLU has developed a nationally recognized model that combines theory and practice for demonstrably improving student achievement in high-need urban schools. AUSL employs an "urban teacher residency" approach, a well-regarded clinical model. For a full year, the teaching residents spend 4 days a week in an AUSL classroom training with a mentor teacher, while taking graduate courses at NLU. NLU has worked with AUSL since 2001 and NCE faculty created the curriculum. AUSL is at the forefront of urban school turnaround success as it combines teacher and principal training, practical application of best practices, applied research, outcome assessment, partnerships with parents, high expectations for student achievement and new learning paradigms to transform low-performing elementary and high schools in the Chicago Public School System into schools of excellence.

The NLU/AUSL Chicago Teacher Residency is a 12-month, full-time, paid program leading to licensure and a graduate degree. Following the training year, graduates commit to teach in Chicago

**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. (Response limited to 8,000 characters)**

The Elementary Education for the Master of Arts in Teaching Program requires that a minimum of 100 logged hours of preclinical observation be completed prior to student teaching. The requirement also states that these hours need to be in two grade ranges (K-2, 3-5, and 6-8). Classroom observations are designed to provide students with multiple opportunities to develop and refine exemplary teaching skills. Three courses required for certification in Elementary Education incorporate observation hours into the requirements of the classes.

In the first field experience, teacher candidates enroll in ELE 500 Practicum I. This course requires a minimum of 35 observation hours in one elementary education classroom. Observations are arranged by the teacher candidate at schools in various geographic locations. Candidates meet weekly with their instructor to explore issues and trends affecting teaching at the elementary level. In addition, candidates examine their own beliefs about teaching and learning as they learn a variety of teaching methods. During this experience, teacher candidates and cooperating teachers document growth in the field through the competency appraisal assessment. Candidates plan, teach, and analyze a formal lesson.

In the second field experience, teacher candidates enroll in ELE 510 Practicum II. This course requires a minimum of 50 observation hours in one elementary classroom. For this experience, candidates are placed by the university in schools at various geographic locations representing the great diversity of the Chicago metropolitan area. Candidates meet weekly with their instructor to explore issues and trends affecting teaching at the elementary level. During the experience, university supervisors observe and provide feedback for two lessons developed and taught by the candidate. The teacher candidates, cooperating teachers and university supervisors use newly revised competency appraisals for this experience. Teacher candidates remain in the same classroom for the ELE 590 student teaching experience for a linked experience.

Candidates fulfill an additional field experience requirement (15 hours) as part of their Special education course, SPE 500 Introduction to Exceptional Children and Adolescents/ Special Education. This course provides candidates with experiences in classrooms serving students with special needs. Candidates spend a total of 15 hours in special education settings and they meet weekly as a class with their instructor.

Student teaching is the capstone experience prior to certification. Teacher candidates enroll in ELE 590 Student Teaching. All candidates must pass the Elementary Education Content Test issued by the State of Illinois prior to student teaching. All candidates complete a minimum of ten-weeks of full day teaching experience in one classroom in a selected school. Student teaching is a transitional time where there is a change in roles from the candidate learning about teaching to the actual experience of being a teacher. University supervisors observe teacher candidates in the placement four times during the quarter. The teacher candidates, cooperating teachers and university supervisors assess these experience using the same competency appraisal form. There are mid-term and final conferences held between the candidate, cooperating teacher, and university supervisor.

The AUSL program is based on candidates having a year-long residency for their practicum and student teaching experiences. These candidates are full-time in their field sites and work with a cooperating or "mentor-teacher" as well as a University Supervisor. A small number of traditional MAT student (less than 10) have full-day internship experiences which last an entire academic year. Their practicum and student teaching are part of this experience. Candidates find their own school for the Practicum I experience and the the university Office of Clinical Experiences places candidates for Practicum II and Student Teaching. AUSL students complete all field work in sites selected by the university.

All ELE MAT teacher candidates upload required assignments for the ATL and TWS into an electronic portfolio using the internet-based platform- LiveText. These assignments include lessons and assessments which are implemented in field experiences. The LiveText system has been adopted college wide and is requirement for certification and graduation. All uploaded assignments are reviewed by faculty as part of course requirements.

**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.)**

MAT_P2_ST_Handbook_2015_2016-1.docx	nlu ausl mat handbook.2015-16.pdf
MAT Advising Outline.pdf	

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.

**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: ELE MAT Program		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(2)</sup>
2015-2016	272	63
2014-2015	265	87
2013-2014	318	147

Program: ELE AUSL Program		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(2)</sup>
2015-2016	62	37
2014-2015	99	42
2013-2014	101	39

Program: ELE ATL - Alternative Teacher Licensure		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(2)</sup>
2015-16	4	5
2014-2015	27	10
2013-2014	28	2

(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	Adams, Becky J.
Highest Degree, Field, & University <sup>(3)</sup>	EdD, Curriculum & Instruction, Loyola University, Chicago
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Faculty
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	☐ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Leader member, South Suburban Action Congress (SSAC) Member, South Suburban Museum of African American History (SSMAAH) Member, NAACP, South Chicago Chapter Member, National Alliance of Black School Educators (NABSE) Director, Christian Education, Christ Temple Baptist Church President, Bja Consulting Services, emphasis on parent Education
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Administrative Assistant to the Superintendent, District #144 Chapter I Director, District #144 Principal, Primary Academic Center & Markham Park Elementary School, District #144 Human Relations Director & Teacher Trainer, District #144

Faculty Member Name	Barbour, Barbara
Highest Degree, Field, & University <sup>(3)</sup>	Masters in Curriculum and Instruction - Concordia University , River Forest , IL
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	ELE500 Practicum 1 CIS 480A and B Social Studies Methods

Faculty Rank <sup>(5)</sup>	Adjunct
Tenure Track	<input type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Supervisor Advisory Committee Clinical Placement Liason NCE Developing School Partnerships with Harry Ross (NCE Dir of Partnerships and Outreach)
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Elementary Ed teacher Grades 1,2,4,5,6 CCSD15 Palatine 35yrs

Faculty Member Name	Beard, David
Highest Degree, Field, & University <sup>(3)</sup>	EdD in Educational Administration, University of Illinois
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Undergrad Elem. Educ.
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	<input type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Supervised student teachers at National Louis University and Elmhurst College and related activities. Coached new principals with CEC.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Taught grades 4,5,6 for 6 years. Elementary Principal for 30 yrs. School Administrator coach Consortium for Educational Change

Faculty Member Name	Bratsos, Amy
Highest Degree, Field, & University <sup>(3)</sup>	MEd in Reading, National Louis University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Elementary Education - ELL538 Methods of Teaching K-4 Reading
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	<input type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	N/A
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	taught first and 2nd grade at Arbor View School in Glen Ellyn for 20+ years currently I am a student teacher supervisor, so I am in many schools mostly in the western suburbs-have gone to Elgin if needed.

Faculty Member Name	Bressman, Sherri
Highest Degree, Field, & University <sup>(3)</sup>	EdD in curriculum and instruction, National Louis University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Elementary Education and Early Childhood Education
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	EPPI grant - NLU - triton partnership Chapter in ECE Monograph: Transfer Pathwaya Beyond Articulation Chapter in mentoring book- Mentoring Across Cultures
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Grades 5,6,7,8 in Wheeling School District 21

Faculty Member Name	Brown, Joe Eddy
Highest Degree, Field, & University <sup>(3)</sup>	MFA in Studio Art, Northern Illinois University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Graduate Elem. Educ.
Faculty Rank <sup>(5)</sup>	Adjunct Professor - Supervisor
Tenure Track	<input type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Supervision (Elem. Middle & High School) Alt Interview work Supervisor training
Teaching or other professional	Supervision (Elem. Middle & High School) Alt Interview work Supervisor training

experience in P-12 schools <sup>(9)</sup>	
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Faculty Member Name	Brown, Linda
Highest Degree, Field, & University <sup>(3)</sup>	CAS in Educational Leadership, National Louis university
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Clinical supervisor, Faculty
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	<input checked="" type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	I teach a reading methods class to undergrads at another university

Faculty Member Name	Burley, Selma
Highest Degree, Field, & University <sup>(3)</sup>	PhD in Public Administration, Southern Florida-Novo U
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Elementary Ed k-8 ATT special contract mentor 4 years
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	<input checked="" type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	N/A
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Taught 4 & 5th grades in Chicago Public Schools for 13 years; Field Supervisor for elementary ed at Nova University for 7 years

Faculty Member Name	Coles, Linda H
Highest Degree, Field, & University <sup>(3)</sup>	EDD, Educational Leadership, Nova Southeastern University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Clinical Supervisor
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	<input checked="" type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Former teacher, assistant principal, principal of elementary school and high school

Faculty Member Name	Coletto, Mary-Kelsey
Highest Degree, Field, & University <sup>(3)</sup>	MA, Speech Language Pathology, University of Illinois at Urbana
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Clinical Supervisor
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	<input checked="" type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Author 3+ years of teaching experience in P12 schools

Faculty Member Name	Dipinto, Vito M.
Highest Degree, Field, & University <sup>(3)</sup>	Ed.D. Instructional Leadership NLU
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	MAT EI Ed, MAT sec ed. teach out health ed; special ed; csi doc program
Faculty Rank <sup>(5)</sup>	Associate Professor

Tenure Track	☑ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Dipinto, Vo, Murphy, D., & Dipinto, A. (2014) Messin around: The role of play In middle level science education. International Journal of Liberal Arts and Social Science, 2(2), 55-66. Dipinto, V. & Dipinto, A. (2014) The thought experiment: Putting the A(rts) into STEM. presentation at NSTA Global STEM Summit Dipinto,V. Prill, F., Bean, An 7 Murphy, D. (2015) It's a gas: the Movie: Grades 8 12 students producing virtual labs. Presentation at NSTA National Conference
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Near North Montessori Baker Dem School

Faculty Member Name	Doerr, Nancy
Highest Degree, Field, & University <sup>(3)</sup>	MEd in Education/Reading, National Louis University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Clinical supervisor, Faculty
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	☑ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Clinical Supervision/Elementary Level Master Elementary Teaching Certificate - State of Illinois

Faculty Member Name	Drew, Marylin
Highest Degree, Field, & University <sup>(3)</sup>	MA, Administration & Supervision , Roosevelt University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Graduate Elem. Educ.
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	☑ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Assisted in planning for the NCNW youth conference 2016.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Reading Coordinator , Chicago City wide High School Coordinator Bureau of Learning Disabilities, K 12 Sped teacher Learning Disabilities

Faculty Member Name	Dulak, Florence
Highest Degree, Field, & University <sup>(3)</sup>	MEd in Science Teaching, National Louis University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Faculty
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	☑ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Certification: 6-12 Supervise elementary school student teachers at levels K-8 during there practicum terms and actual student teaching terms.

Faculty Member Name	Fischer, Carol
Highest Degree, Field, & University <sup>(3)</sup>	MEd in Psychology of Reading, Temple University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Faculty
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	☑ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	

Faculty Member Name	Gillespie-Dipinto, Anna
Highest Degree, Field, & University <sup>(3)</sup>	MAT in Elementary Education, NLU currently working on Ed.D. in Curriculum, Advocacy, and Policy
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Science Education NCE GR Illinois
Faculty Rank <sup>(5)</sup>	Adjunct
Tenure Track	<input type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Presented at NSTA in Chicago Member of Science Content Review Committee for Illinois Licensure
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Middle School Science 3-5 Elementary teacher

Faculty Member Name	Hitzler, Colleen
Highest Degree, Field, & University <sup>(3)</sup>	MAT in Elementary Education, Northern Illinois University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Clinical supervisor, Faculty
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	<input type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Supervised K-8 for almost 10 years Certification in Elementary Education type 03

Faculty Member Name	Imam, Seema
Highest Degree, Field, & University <sup>(3)</sup>	EdD in Curriculum and Instruction from National Louis University 2001 EdD in Islamic Education from Graduate Theological Foundation 2015
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Elementary Education Special Education Middle Level Curriculum and Instruction
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Chapter in a book titled, "Addressing the Needs of all Learners in the ERA of Changing Standards Board Member of the Islamic School League of America: 2005-2016 Presentation at American Educational Research Assoc 2015, Chgo.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Chicago Public Schools, Teacher 1975-1990 Universal School in Bridgeview, Principal 1990-1995

Faculty Member Name	Jagla, Virginia
Highest Degree, Field, & University <sup>(3)</sup>	PhD, Curriculum and Instruction, University of Illinois Chicago
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	MLE, MGE, and ELE
Faculty Rank <sup>(5)</sup>	Professor
Tenure Track	<input type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Middle Level Education Research SIG of the American Educational Research Association 21st Century Research Agenda, Co-Leader of research on Educator Development. Series Editor of Advances in Service-Learning Research. Charlotte, NC: Information Age Publishing. Co-Chair of the Service-Learning & Experiential Education SIG of the American Educational Research Association
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Illinois Horizon Schools Team member (conduct Schools to Watch visits for the National Forum to Accelerate Middle Schools). Service-Learning and Civic Engagement Consortium professional development in two high schools and two middle schools throughout the year. Association of Illinois Middle-grades Schools Principal Roundtable sessions at varying middle schools.

Faculty Member Name	Jenkins, Colleen
Highest Degree, Field, & University <sup>(3)</sup>	MAT in Curriculum and Instruction, National-Louis University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Faculty
Faculty Rank <sup>(5)</sup>	Adjunct Professor



Tenure Track	€ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	I have taught 5th grade. I am a Homebound Instructor for Lincoln-Way West High School. I am a substitute teacher. I provide clinical supervision of MAT students at National-Louis University in K-8 classrooms. I have a Type 03 certificate.

Faculty Member Name	Karr, Anita
Highest Degree, Field, & University <sup>(3)</sup>	Masters in Speech and the Performing Arts, Northeastern University Ed license K-9 Post graduate hours in Science
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Supervision of MAT students ( P1, P2 , Student teaching) Methods of Fine Arts ( undergrad and graduate level) Supervision Undergraduate ( P2,P3 and Student teachers)
Faculty Rank <sup>(5)</sup>	Adjunct
Tenure Track	€ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	N/A
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Oak Park Elementary School Dist 97/ 40 years classroom Speech coach OP /Director speech OP/ judge for Dupage West Cook Director of children's theater OP/River Forestt/ COD

Faculty Member Name	Ko, Eun Kyung
Highest Degree, Field, & University <sup>(3)</sup>	PhD in Science Education , Illinois Institute of Technology
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Faculty
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	ⓑ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Keynote speaker (2009), The Second Annual Science Education Summer Institute, National-Louis University, Chicago, IL Ko, E. (March, 2010). Young Scientist's Genetics: Teaching contents and scientific inquiry. Paper presented at the National Convention of the National Science Teachers Association, Philadelphia, Pennsylvania. Ko, E. ( February, 2010). Seeking for Different Ways of Planning for Teaching: Preservice Teachers' Views of Instructional Planning and Their Practices. Paper presented at the Annual Meeting of the Associations of Teacher Educators, Chicago, IL.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Hasang Korean School, consultation Clinical Supervision: Chicago Public Schools Korean National Board Certification Elementary Teacher

Faculty Member Name	Larson, Judith
Highest Degree, Field, & University <sup>(3)</sup>	MEd in Educational Administration, Northern Illinois University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Faculty
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	€ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Illinois Type 03 Teaching certificate Type 75 Administrative certification

Faculty Member Name	Lorch, Janet
Highest Degree, Field, & University <sup>(3)</sup>	CAS in Reading and Language, National Louis University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	MAT ELE, MAT AUSL
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	€ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Presenter at National edTPA Conference: How to Support Candidates in High Need Schools with edTPA (May, 2016). NE Region IL TPAC representative, 2015-Present ATE Publication, May, 2015: From Outsider" to ridge": The Changing Role of University Supervision in an Urban Teacher Residency Program.

Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Faculty Liaison in 7 Chicago Public Schools, all in the AUSL Network: The Chicago Academy, National Teachers Academy, Tarkington School of Excellence, Morton School of Excellence, Howe School of Excellence, Fuller School of Excellence, Bradwell School of Excellence.
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Faculty Member Name	Mee, Cynthia
Highest Degree, Field, & University <sup>(3)</sup>	Ph.d Miami University Education leadership curriculum and instruction
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Middle education program Elementary education program
Faculty Rank <sup>(5)</sup>	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Middle level Spa reader CAPE AMLE presentation pre
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	High school health and physical education speech and drama teacher - debate coach and director of plays Middle level physical education teacher department chair

Faculty Member Name	Molay, Julie
Highest Degree, Field, & University <sup>(3)</sup>	MEd in Curriculum and Instruction, National-Louis University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Clinical supervisor, Faculty
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Clinical supervision in grades K-8 since January 2004. I have 10 years teaching experience in grades 1 and 3 combined. I have a K-8 certification and endorsements in ESL, Language Arts and Social Science. I also have a MEd from National-Louis in Curriculum and Instruction and 28 hours past my Masters degree.

Faculty Member Name	Moran, Patricia
Highest Degree, Field, & University <sup>(3)</sup>	CAS in Administration & Supervision, National Louis University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Clinical supervisor, Faculty
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	I belong to and read the publications of ASCD.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	I have supervised in K-8 schools in Chicago and the surrounding suburbs. I am an adult educator for the Chicago City Colleges - Kennedy King. I am an ESL teacher. Teaching Certificates: Standard Elementary Teaching Endorsements: computer science, language arts, self-contained general ed. Approvals: learning disabilities, social/emotional disorders Type 10 - physical Education Type 75 - administration and supervision. None of these are current.

Faculty Member Name	Musschoot, Carrie
Highest Degree, Field, & University <sup>(3)</sup>	MAT in Administration Ed Leadership, Aurora University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Clinical supervisor, Faculty
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Clinical supervision, staff development provider K-8

Faculty Member Name	Naughten, Nancy
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Highest Degree, Field, & University <sup>(3)</sup>	Educational Specialist Educational Leadership National Louis University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Elementary Education Program Middle Level Education Program
Faculty Rank <sup>(5)</sup>	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	I have presented twice at the AMLE Conference and once at the AIMS Conference.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	12 years of teaching in the primary grades (private school) 13 years of teaching in the middle grades (public schools)

Faculty Member Name	Nero, Cecelia
Highest Degree, Field, & University <sup>(3)</sup>	MS, Education:Leadership and Policy Studies, Northern Illinois University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Clinical Supervisor
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	3+ years of teaching experience in P12 schools pschool, 2nd, 4th, 5th, middle school math

Faculty Member Name	Newman, Mark
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D, History UCLA
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Elementary/Middle Level; Education
Faculty Rank <sup>(5)</sup>	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Author, Vital Witnesses: Using Primary Sources in History and Social Studies, 2014. Rowman and Littlefield Member, executive committee, Illinois Council for the Social Studies Director, Library of Congress teaching with Primary Source Project at the Federation of Independent Illinois Colleges and Universities
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Curriculum development Professional development

Faculty Member Name	Olson, Pennie
Highest Degree, Field, & University <sup>(3)</sup>	PhD in Educational Administration, University of Arizona
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Elementary Education
Faculty Rank <sup>(5)</sup>	Professor Emerita
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Three papers presented Association of Teacher Educators Conference Planning Committee Chair - Academic Policies Committee
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Grade 4 teacher Grades 7-8 teacher Supervisor of field experiences K-8

Faculty Member Name	Primack, Aileen
Highest Degree, Field, & University <sup>(3)</sup>	MAT in Special Ed: Learning Disabilities, Northeastern Illinois University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Clinical supervisor, Faculty
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service	

(7):List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Taught for 35 years in Chicago Public Schools in Kindergarten and First Grade, 3 years as part of Chicago Public Schools Golden Teachers -Retired Teachers Mentoring Program, 2 years as Mentor/Supervisor for Chicago Teaching Fellows Alternative Certification Program, National-Louis University, and the past year and a half as a University Supervisor for Practicum Students and Student Teachers at National-Louis University, both BA and MAT. My current certifications are Illinois State Certificates: 03-Elementary Teaching, 04-Early Childhood Teaching and 09-Secondary Teaching.

Faculty Member Name	Rattner, Deanna
Highest Degree, Field, & University <sup>(3)</sup>	PhD in School Adm & Suprv, Northwestern University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Faculty
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Establishing and maintaining mutually respected professional relationships with CPS teachers and principals. Matching cooperating teachers with clinical students for field experiences at all levels.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Guiding, monitoring, mentoring, assessing performance of and advocating for students in clinical placements, grades K-8.

Faculty Member Name	Rich, Maureen
Highest Degree, Field, & University <sup>(3)</sup>	MEd in Administration Type 75, National Louis University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	ELE 547
Faculty Rank <sup>(5)</sup>	Adjunct
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Member of the Advisory Board
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	ELE 547 Coordinates supervisors for elementary education students Supervises student teachers advisor for ele subsequent endorsement candidates

Faculty Member Name	Serbin, Debra
Highest Degree, Field, & University <sup>(3)</sup>	MED Ed Adm and Supervision of Sp Ed University of Cincinnati
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Elem Ed (Field-based Supervisor, EDL Program)
Faculty Rank <sup>(5)</sup>	Adjunct Professor & Student Teacher and EDL Supervisor
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. IPA Principal Mentor, Supervisor Program; 2. Principal Rep. for NLU/ Caep Kellogg Grant Program; 3. Coordinator for NCLB Supplemental Services Wheeling District 21 (Member of NLU Teacher Prep Advisory Board and NLU Supervisors' Board)
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Sp Ed Teacher Self-Contained Behavior Disorders K-3 Asst Principal, Jr. High Principal EC- Grade 5 Buildings

Faculty Member Name	Shefren, Deborah
Highest Degree, Field, & University <sup>(3)</sup>	Masters Degree in Curriculum and Instruction NLU
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	RLL 538 Reading Methods RLR 595 Special Topics in Reading
Faculty Rank <sup>(5)</sup>	Adjunct Faculty
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years <sup>(8)</sup>	President SCIRA (Suburban Council of International Literacy Association) Presently Treasurer of SCIRA Board Member of Illinois Writing Project
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Reading Specialist First and Second Grade Teacher

Faculty Member Name	Singleton, Beverly
Highest Degree, Field, & University <sup>(3)</sup>	MAT in Reading, University of Illinois-Chicago
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Faculty
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	I've been a Student Teacher supervisor since 2009. The students have been in primary, middle and junior high. My experience has been with ST in both self contained classrooms and departmentalized. In all cases, the students had opportunities to interact with special needs students. Their lesson plans and teaching exhibited best practices in the classroom.

Faculty Member Name	Stern, Marsha
Highest Degree, Field, & University <sup>(3)</sup>	Masters in Special Education Attended graduate school at Northwestern University and Northeastern Illinois University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	I have served as a supervisor to teacher candidates in early childhood and special education.
Faculty Rank <sup>(5)</sup>	Adjunct
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Mentored students in education at NEIU. Helped redesign evaluation forms for early childhood program at NEIU.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Was a Speech Pathologist for eight years then as a Learning Resource teacher for twenty seven in Evanston Public Schools, District 65

Faculty Member Name	Torres, Therese
Highest Degree, Field, & University <sup>(3)</sup>	MAT
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Faculty
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	

Faculty Member Name	Valchuk, Kathleen
Highest Degree, Field, & University <sup>(3)</sup>	MA, Human Development, Wayne State University, Detroit, MI
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	ATL, Traditional Student teaching supervisor, Seminar for EC practicum students
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Presented at citywide Catholic Schools EC workshop sessions
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Consultant - Early Childhood programs Professional Development provider Mentoring teachers at all levels

Faculty Member Name	Varava, Sue
Highest Degree, Field, & University <sup>(3)</sup>	Masters in Education St. Xavier University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Undergrad Elem. Educ. - I oversee and observe student teachers enrolled in NLU. I meet with them individually and journal with them weekly. They also call or text whenever a problem or question arises in their field study experience.
Faculty Rank <sup>(5)</sup>	Adjunct

Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	I am a lifetime member of EARTA, the retired teachers organization. I am a Deacon in my church. I am a member of the Christian Education Committee , also.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	*Access testing for school district u-46 every year *Working with Winona State University preparing students becoming future teachers *Administering Fountas and Pinnel Benchmark Assessment to place students for Spring Trail Elementary reading levels

Faculty Member Name	Wade, Rick
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D., Education, University of Wisconsin - Milwaukee
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Elementary Education Early Childhood Education Secondary Education Educational Foundations & Inquiry
Faculty Rank <sup>(5)</sup>	Adjunct
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Self-published two course texts for use in Elementary Education, Secondary Education, and Educational Foundations & Inquiry
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Supervision of graduate students in elementary and middle grade schools

Faculty Member Name	Wieden, Judith
Highest Degree, Field, & University <sup>(3)</sup>	MAT in Elementary Education, Russell Sage College
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Graduate Elem. Educ. NCE Illinois
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	I am a recently retired fourth grade teacher from Northshore District 112 in Highland Park. I have currently begun as a supervisor to student teachers and have worked only with two Practicum students at this point. Certificate: Type - Elem. Number - 1975777

Faculty Member Name	Winter, Jeffrey
Highest Degree, Field, & University <sup>(3)</sup>	PhD in Educational Administration, Iowa State University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Elementary Education Foundations in Education Methods Courses
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	2 Article Publications 1 Book chapter 6 presentations at refereed conferences
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Teacher grades 5-8 Principal Supervisor

Faculty Member Name	Witt, Kelly
Highest Degree, Field, & University <sup>(3)</sup>	Masters in Middle Level Curriculum with a Math Concentration from Walden University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Secondary Ed
Faculty Rank <sup>(5)</sup>	Adjunct
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	N/A
Teaching or other professional	8 years teaching math in both public & private middle schools. - supervisor scoring for Pearson on the EdTPA

experience in P-12 schools <sup>(9)</sup>	project - facilitate course work for Advancement Courses
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Faculty Member Name	Wolff, James
Highest Degree, Field, & University <sup>(3)</sup>	MAT in Education, Governor's State University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Clinical supervisor, Faculty
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Service to NLU
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Clinical Supervision.

Faculty Member Name	Zietlow, Andrea
Highest Degree, Field, & University <sup>(3)</sup>	Ed.D., Curriculum and Instruction, Northern Illinois University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Supervise Elementary and Middle School Practicum Students and Student Teachers
Faculty Rank <sup>(5)</sup>	Adjunct
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Chair, Education Committee, Illinois Association for Gifted Children Study Group Coordinator, Board Member, and Vice President, Institute for Continued Learning, I Roosevelt University
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Kaneland School District, Gifted Coordinator/Teacher, Grades 1-8 Pleasant Dale School District, Gifted Coordinator/Teacher, Grades K-8 Oklahoma City Schools, Gifted Teacher, Grades 1-5

Faculty Member Name	Zindell, Adriane
Highest Degree, Field, & University <sup>(3)</sup>	MAT in Curriculum and Instruction, National Louis University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Graduate Elem. Educ. NCE Illinois - Clinical supervisor, Faculty
Faculty Rank <sup>(5)</sup>	Adjunct Professor
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	In addition to Student Teaching supervision for NLU, I supervise Student Teachers from another university and teach Early Childhood Education classes in Literacy and Language Development. I am also a substitute at my former school and am current in all subject areas.

(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

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ACEI standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

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

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Type and Number of Assessment	Name of Assessment <sup>(10)</sup>	Type or Form of Assessment <sup>(11)</sup>	When the Assessment Is Administered <sup>(12)</sup>
Assessment #1: Licensure assessment, or other content-based assessment (required)	Basic Skills Test 96 (2014-15) Test of Academic Proficiency TAP (2015-16) Elementary /Middle Grades Content Test (110)	Illinois State Licensure Test	BS/TAP Prior to Admission  110-Prior to Student Teaching
Assessment #2: Assessment of content knowledge in elementary education (required)	Teaching and Curriculum section of Competency Appraisal	Evaluation of Student Teaching- Competency Appraisal	Completion of Final Term ELE 590
Assessment #3: Assessment of candidate ability to plan instruction (required)	Lesson Plan	Project	Midpoint Practicum II
Assessment #4: Assessment of student teaching (required)	Student Teaching Competency Appraisal/Fieldwork	Evaluation of Student Teaching	Completion of Final Term- ELE 590 Student Teaching
Assessment #5: Assessment of candidate effect on student learning (required)	Teacher Work Sample	Project	Midpoint and completion of final term - ELE 510 Practicum II and ELE 590 Student Teaching
Assessment #6: Additional assessment that addresses ACEI standards (required)	Analysis of Teaching and Learning (ATL)	Project	Midpoint Practicum II ELE 510
Assessment #7: Additional assessment that addresses ACEI standards (optional)	edTPA	Project	Midpoint Student Teaching ELE 590
Assessment #8: Additional assessment that addresses ACEI standards (optional)			

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

### SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ACEI standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ACEI standards.

#### 1. DEVELOPMENT, LEARNING AND MOTIVATION

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

1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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#### 2. CURRICULUM STANDARDS

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

2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3. INSTRUCTION STANDARDS

	#1	#2	#3	#4	#5	#6	#7	#8
3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### 4. ASSESSMENT STANDARDS

	#1	#2	#3	#4	#5	#6	#7	#8
4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### 5. PROFESSIONALISM STANDARDS

	#1	#2	#3	#4	#5	#6	#7	#8
5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## 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 brief description of the assessment and its use in the program (one sentence may be sufficient);
  - 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.
  - A brief analysis of the data findings;
  - 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

- The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- The scoring guide for the assessment; and
- 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. CONTENT KNOWLEDGE: Data from licensure tests or professional examinations of content knowledge. ACEI standards addressed in this entry could include but are not limited to 2.1-2.7. 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.**

**Provide assessment information as outlined in the directions for Section IV.**

Q31649\_Assmt 1.docx

See **Attachment** panel below.

**2. CONTENT KNOWLEDGE: Assessment of content knowledge in the language to be taught. ACEI standards addressed in this entry could include but are not limited to Standards 2.1-2.7. Assessments that address Standards 2.1-2.4 are required. (The assessments of the different content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #2.) Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks.**

**Provide assessment information as outlined in the directions for Section IV.**

Q31650\_Assmt 2.docx

See **Attachment** panel below.

(15) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

**3. PEDAGOGICAL CONTENT KNOWLEDGE: Assessment that demonstrates candidates can effectively plan classroom-based instruction. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.2. Assessments that address Standards 2.1-2.4 are required. (The assessments that address planning of instruction in the content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #3.) Provide assessment information as outlined in the directions for Sections IV.**

See **Attachment** panel below.

**4. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:** Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.2. The assessment instrument used in student teaching and the internship should be submitted.

Provide assessment information as outlined in the directions for Section IV.

See **Attachment** panel below.

**5. EFFECTS ON STUDENT LEARNING:** Assessment that demonstrates candidate effects on student learning. Standards ACEI standards that could be addressed in this assessment include but are not limited to 2.1-2.7, 3.1, and 4.0. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys .

Provide assessment information as outlined in the directions for Section IV.

See **Attachment** panel below.

**6. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies. (Answer Required)**

Provide assessment information as outlined in the directions for Section IV

See **Attachment** panel below.

**7. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.**

Provide assessment information as outlined in the directions for Section IV

See **Attachment** panel below.

**8. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.**

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)**

SPA Section V

The Elementary Education program at National-Louis University is reviewed annually as part of the larger college assessment schedule.

Faculty prepare annual reports based on program data for the assessments used in this report as well as for other program related assessments. We use this data to determine strengths, identify weaknesses, and plan improvements. Below, we discuss how data from the 2014-16 academic years for the MAT/AUSL program has led faculty to make changes to improve candidate performance and program effectiveness. We use the most recent ACEI Standards as a framework for program examination and development in order to best prepare our candidates to be ready to assume responsibilities for teaching in 21st century schools. Our findings and related action plans will continue to guide the MAT program as it develops to meet current and future needs at exemplary levels.

We use multiple sources of data to inform our attempts to improve candidate achievement and program performance. Several years ago in response to data collected for annual reports, we developed a Teacher Preparation Advisory Board. We held our first board meeting in Spring, 2010 and since that time, the Advisory Board has met twice a year with ongoing committee work designed to deepen mutually beneficial relationships with teachers, community leaders, administrators, and other school personnel from Chicago and surrounding areas. Establishing this committee was a direct outcome of feedback received from annual reviews. Each program area within the MAT/AUSL program area (Early Childhood, Elementary, Middle Level, Special Education, Secondary Education) is represented by faculty and community personnel.

The NCATE/CAEP process provides us with a supportive framework to examine our ELE MAT program as we work to improve our curriculum, instruction and assessments to support the education related knowledge, dispositions, and skills needed in the 21st century. After receiving ACEI feedback in February 2011, we created or revised teaching assessments that adequately measure candidate learning as aligned with ACEI Standards. Assessments reflect focused approaches to the teaching/learning process and rubrics are consistently applied to maximize the impact of assessing achievement. Our revision process is a continual loop between development, implementation, revision, and back to development again. We also have worked on many levels to adjust assignments to align with needs of our students to successfully pass the edTPA assessment which the State of Illinois adopted for all new teacher licensure. To do this we have revised several areas of our program and plan to consider changing the TWS next year to accommodate changes.

Areas where we have used evidence for program improvement include:

#### 1. Content Knowledge

Principal Findings from Evidence:

Our data provides solid evidence that our candidates demonstrate preparedness in content areas tested by the State of Illinois in the State Licensure test. Currently the ELE MAT program uses the Illinois Test of Academic Proficiency (TAP) which is designed to assess a candidate's knowledge of fundamental skills in reading comprehension, language arts and writing. The test is based on current and relevant expectations for teacher preparation students and teachers in Illinois. The TAP consists of four independently scored and passed subtests: Reading Comprehension, Language Arts, Mathematics, and Writing. A passing score on each subtest is required to pass the TAP. Additionally, the Competency Appraisal provides feedback on how well candidates are doing in this area in classroom teaching.

Faculty Interpretation of these Findings:

Our data verifies that our candidates are able to demonstrate their knowledge and preparedness in the content areas. The Content assessment includes reading, science, mathematics, social studies, the arts, health and physical education (ACEI Standards 2.1-2.7). Data from competency appraisals completed in 2014-16 document that our candidates possess the required content knowledge related to these curriculum areas. We will continue to work with our ELE MAT methods faculty to share the results of the Elementary Middle Grades Content Test and further examine the subtest data to assure that our candidates continue to exceed the state pass rate. We will continue to examine the transcript analysis data to analyze areas of deficiencies and require more coursework if it is warranted.

#### 2. Professional and pedagogical knowledge, skill, and dispositions

Principal Findings from Evidence:

Our candidates begin the process of analyzing lesson plans in ELE 500 Practicum I. During this first fieldwork course, faculty emphasize the importance of analyzing one's own professional practices through careful planning of a detailed lesson, teaching that lesson, and analyzing data which verifies evidence of student learning. This process includes preparation of a formal lesson with use of the ATL assignment framework as well as steps in the TWS assessment and edTPA.

Following completion of Practicum I, candidates enroll in ELE 510, Practicum II in which they plan and teach two lessons with preparation of an ATL assignment where they deepen their skills with planning, teaching, data collection and analysis, and future planning.

Implementation of this assessment tool has had a direct impact on coursework for seminar and methods instructors. With this emphasis on planning for instruction comes a greater focus on all aspects of the ACEI standards including those related to development, learning and motivation, curriculum, instruction and assessment. Small and large group faculty meetings regularly report on the use of these assignments and engage in revisions as necessary.

Our practicum experiences require our candidates to engage in a minimum of 100 hours of preclinical fieldwork prior to the student teaching experience at the end of the program. The early field work experiences require candidates to work on problem-solving and decision-making skills while taking the initiative to actively participate in the fieldwork experience. Our program faculty can see from the work candidates do in the ATL, TWS, edTPA, and Competency Appraisals that the preparation they receive in multiple, direct experiences with children in diverse educational settings are essential components in helping candidates learn exemplary habits and dispositions of educational professionals.

Our program faculty are committed to the goal that becoming "reflective practitioners" remains a central and defining outcome for all candidates. Teaching is a complex process and the task of teaching requires constant observation, assessment and action. In order to become an effective educator, it is important to understand the "why's" and "how's" of teaching and how decisions are made and how teaching is approached in each classroom. This understanding is developed through guided practice, effective mentoring, self-reflection, and frequent opportunities to teach.

Faculty Interpretation of these Findings:

The data from our MAT Lesson Plan and the Analysis of Teaching and Learning (ATL) assignments have revealed important findings which emerge from deep understanding of how candidates plan, teach, gather evidence of student learning, discuss their findings, and plan for improvement. Several areas for improvement in curriculum and lesson planning were identified in Area IV Section 3 which will be addressed by faculty during the coming year.

We see improving trends and very high achievement from data collected on performance with the ATL, TWS, Competency Appraisals, and the edTPA. We need to make sure that candidates maintain clear focus on the need to plan purposefully, collect and analyze data, and reflect on what was learned. We also have revised the assignments to reflect not only new needs related to edTPA but also to eliminate possible duplication or clarify tasks and methods of data display.

### 3. Student Learning

#### Principal Findings from Evidence

Lesson planning and analysis is an area which was discussed previously as needing attention. While candidates appear to perform well with their ability to favorably impact student achievement, candidates in some cases appear to be less secure about their ability to plan lessons than we would like. Some supervisors and cooperating teachers also expressed concerns that candidates were at a "basic" and not a "proficient" level in this area. These are areas where we will develop a plan to make sure that candidates receive appropriate support from university classes, supervisors, and cooperating teachers.

#### Faculty Interpretation of these Findings

Work on format and content of lesson plans has undergone changes over the past year as we have attempted to integrate terminology and concepts from edTPA into our own materials. We are going to examine the use of the TWS to see if all components are still appropriate for our goals and we may decide to revise this assessment tool in the 2016-17 academic year. The ATL has provided useful data for documenting candidates' ability to plan, teach, assess, and reflect on multiple lessons in sequence as well as to use and reflect with video of their teaching. MAT faculty are pleased with exceptionally high results candidates have achieved on edTPA and data from the ATL and TWS show strong evidence of student learning. Shared training sessions for supervisors and adjunct faculty will continue to address these areas as we seek to ensure consistency and integrity in all assessment documents and processes.

#### Overall Program Changes

We are integrating this assessment report into our work in the MAT/AUSL program and the larger Teacher Preparation Unit at NLU. We are committed to assessment as a vital part of our program quality assurance and we are committed to the goals of enhancing learning outcomes for K-8 students. We value the process of reflection, data analysis, and collaboration which went into the preparation of this report and we look forward to having the new ACEI standards help shape the quality of the program as it continues to grow and improve. As we look at the draft of the new ACEI proposed standards we can see that the emphasis in the 5 Standards on student growth and achievement is paramount. We continue to support this goal as we strengthen NLU's teacher education program.

## SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

**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.