Through its many programs for teachers and education leaders, National Louis University continues its strong tradition of fostering educational excellence that serves all learners. Founded in 1886 by Elizabeth Harrison, a revolutionary leader who established the Kindergarten movement, today the work of the National College of Education (NCE) continues to reflect our founder’s perseverance, vision, and innovation.

This report highlights our college’s sustained progression and momentum in 2019. It was an incredible year for the National College of Education, and the vast and varied accomplishments of NCE faculty, staff, students, and alumni continue to connect our rich past to a brighter future.

*With best regards,*

Robert D. Muller, Ed.D.
Dean
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2019 At A Glance

Number of NCE students

3486 students
(2819 degree seeking)

75+
NLU alumni have won the Golden Apple Excellence in Teaching Award

605
teacher preparation candidates engaged in field experiences in 321 schools across 79 cities in 8 states

22%
increase in MAT program enrollment since 2016

43
NCE alumni appointed to principal and superintendent positions

3rd best Veterans Program in Illinois **

Teacher Preparation Graduates

82% serve in Illinois public schools
71% serve in high-needs schools

12
fully Online degree, endorsement and certificate programs

150+
faculty publications and scholarly presentations (2018-19)

3
new residency models co-developed and launched with district partners

NCE’s Early Childhood Administration program recognized as one of the 50 Best Early Childhood Online degree programs *

Among America’s Best Universities for non-traditional students, NLU is No. 26 in the nation and No. 2 in Illinois ***

861
Degrees Conferred

96%
Year to Year Persistence

Educational Leadership Graduates

131
NLU alumni serving as sitting CPS principals

98%
are employed upon graduation

** College Factual https://www.collegefactual.com/rankings/veterans/great-lakes/illinois
2019 At A Glance

NCE Enrollment by Age
- 31-40, 34%
- 23-30, 31%
- 41-50, 23%
- 50+, 11%
- 22 or younger, 1%

NCE Total Enrollment
- Certificates: 693
- Doctoral: 643
- MED: 1092
- MAT: 943

Teacher Preparation (MAT)
- ECE: 119
- SEC: 195
- ELE: 323
- SPE: 190
- MGE: 116

Educational Leadership (EDD and MED)
- District-Level Leadership: 246
- Principal Preparation: 269

Advanced Professional Programs (MED)
- Curriculum & Instruction: 721
The National College of Education prepares and shapes effective, skilled, and accomplished educators who make a difference in schools and in the lives of students they serve. Our Teacher Preparation programs prepare early childhood, elementary, middle grades, secondary and special education teachers seeking initial licensure to meet the challenges and opportunities embedded in the complex teaching and learning landscape. All of NCE’s BA and MAT level teacher preparation programs are student-centered, context-specific, technology-forward, and practice-based.

**Practice-Based Teaching**

*Implementing a transformative model of teacher preparation to impact teaching and learning in diverse PK-12 settings.*

NLU teacher preparation has embarked on a significant redesign to a practice-based teacher education curriculum focusing on a core set of high-leverage teaching practices that allow candidates to understand, enact, and analyze their teaching in a variety of contexts. NCE faculty, in collaboration with key partners, determined five core practices to teach across courses.

- Eliciting Student Thinking
- Leading a Discussion
- Modeling
- Learning About Students
- Providing Feedback

Teacher Preparation faculty also created a set of Features Guides that distill each practice into targeted, obtainable skills that candidates can practice, adapt, expand, and begin to master. The Features Guides ensure that field supervisors, students, mentor teachers, and instructors all have a common understanding of core practices. Further aligning NLU coursework to our candidates’ student teaching experiences, last year we piloted video annotation to facilitate supervisor coaching. Candidates record and share short videos of themselves enacting a core teaching practice, and supervisors annotate the video to provide candidates with targeted feedback.

“Our candidates consistently tell us that one of the most valuable experiences of their teacher preparation program is student teaching--actually being in front of children and teaching. We can’t make our entire program student teaching, but we can make sure we create opportunities for our candidates to practice teaching skills more consistently throughout all of our coursework and not just in student teaching."

**Aleksandra Veselovsky, Ph.D.**
*Assistant Professor*
*Secondary Education Program*
"The benefit of these high-leverage practices is that they cut across content areas and applied in many different contexts. NCE faculty have plotted exactly when and how to introduce, apply, and reinforce high-leverage practices in every course. This means our candidates don’t have to wait until their methods class to learn the mechanics of effective instructional skills. High-leverage practices are integrated throughout the program so that our candidates are able to go into a classroom and successfully enact the skills that they’ve learned and practiced over time."

**Sophie Degener, Ed.D.**
Associate Professor, Reading and Language
Co-Director, Reading Program
Mentoring Matters: NCE & Cooperating Teachers

Cooperating teachers are critical to the development and ultimate success of aspiring teachers. To learn from and with these key field partners, NCE launched several initiatives to support and build a community of practice among our cadre of cooperating teachers. For example, NCE faculty led biannual virtual workshops for cooperating teachers. Topics included:

- Life Cycle of Student Teaching
- NCE’s Teacher Preparation model including an overview of NCE’s five high leverage teaching practices
- Research-based best practices for mentoring student teachers
- Support for student teacher edTPA success and career readiness

Lisa Mozer, NCE Director of Field Experience and PK-12 Partnerships, leads a brainstorming session on what it means to be a ‘mentor’ during a professional development session with D207 cooperating teachers.

In collaboration with Maine Township District 207 and Northwestern University, in the fall of 2018, NCE launched Mentoring in the Moment, a set of strategies for mentor teachers to implement with their student teachers. Engaging several of the district’s high school cooperating/mentor teachers, NCE faculty led training sessions on three of the strategies, charting, think aloud, huddling, and repeated teaching.

Jill Geocaris, Innovative Adult Learning Coordinator from D207, leads a discussion on mentorship.
Creating a Diverse Teacher Pipeline for Our Community

Responsive, nimble, and context-specific by design, NCE’s residency programs go where there is a need. Building a pathway for career changers, paraprofessionals, and district staff to become lead classroom teachers, this year NCE co-designed and launched three new residency and alternative licensure programs to meet Illinois’ chronic teacher shortages.

- NCE faculty partnered with Chicago Public Schools (CPS) and National Center for Teacher Residency (NCTR) to build a pathway for bilingual paraprofessionals and district staff to become lead classroom teachers. Residents earn an Illinois teaching license with a bilingual endorsement in two years.

- In collaboration with East St. Louis District 189, NCE faculty extended our residency program to Southern Illinois. With a focus on supporting diverse, rural, and chronically hard-to-staff districts, this long-distance residency model allows us to bring our teacher preparation program to communities throughout the state with limited or no post-secondary teacher education opportunities.

- Meeting a state-wide need for birth through first grade educators, NCE faculty designed a new Early Childhood Alternative Licensure Program. Our first cohort, in partnership with Teach for America (TFA), launched in 2019 with 18 TFA Corps Members serving in 15 Chicago Public Schools and, collectively, shaping the academic and personal growth of hundreds of young children.

“The NLU-CPS residency partnership allows us to effectively prepare passionate and committed individuals who may not otherwise have an avenue into the profession.

Resident Teachers meet critical needs of students in early childhood education and bilingual education on a timeline that begins to mitigate the impact of teacher shortages in our landscape, and we take deep pride in providing a pathway to teaching for non-traditional students who are reflective of and responsive to the experiences of Chicago Public Schools students.”

Felicia Butts
Director of Teacher Residencies
Chicago Public Schools
Making High Quality Early Childhood Education Instruction a Priority in Chicago

To high-quality early learning programs across the city and to build a more robust early childhood educator workforce, last year the Chicago Mayor’s office partnered with NLU to launch the Chicago Early Learning Workforce (CELW) initiative. The CELW provides scholarships for Chicagoans to pursue coursework in early care and education to earn a credential, degree, or licensure. Off to a great start, this summer NLU welcomed 50 CELW scholarship recipients who began their undergraduate degree in childhood education.

Lee Tate, Assistant Professor, Early Childhood Education, is popular among students at a Chicago Child Care Society in Hyde Park.

Photo courtesy of Chicago Child Care Society via Chalkbeat.
Advanced Professional Programs

Our Advanced Professional Programs provide educators with pathways into higher-level jobs that require advanced credentials and graduate-level expertise. Our programs meet the professional needs of educators—at every level—across a broad range of pedagogy and content specializations including ESL/Bilingual, Reading, Mathematics, Early Childhood Administration, School Psychology, Special Education, Curriculum and Instruction, and Learning Sciences.

Designed to provide teachers with specialized training that enhances student learning and advances their careers, NCE’s Curriculum & Instruction (C&I), Reading and Literacy, and Learning Sciences Education (LSE) programs partner with educators across the nation to put effective instructional practices to work.

Instructional Strategies that Work: Personalizing Your Path to Educator Advancement

Curriculum & Instruction (C&I) with Advanced Professional Specializations

This program provides candidates with a common set of foundational courses before they branch into specialty areas based on discipline. The fully online program offers ten concentrations, including teacher leadership added in 2019, and the option to design a concentration based on an individual’s interests and goals.

Suzanne Martinez, assistant professor and program chair, developed the program to be flexible, customizable, and responsive to current and emerging school and district needs. She notes that the program structure allows nimbleness in providing instruction that doesn’t require lengthy, state-approved program revisions or curriculum changes.

“Currently, we see high enrollment in concentrations that focus on supporting English language learners and students with special needs, reflecting state-wide teacher shortage trends. However, teachers, school leaders, and district administrators are increasingly expressing interest in areas such as trauma-informed schools, social-emotional learning and standards-based grading. Our C&I program provides the opportunity for students in the various concentrations to delve deeper into these topics and bring new ideas and strategies back to their schools to benefit the students. One student described her degree work as being ‘a student of my profession’. I think that is really powerful – and it relates to all the concentration areas under this umbrella.”

continued >
Martinez says a real strength of the program is that it attracts students from across the nation and world. “Our students bring diverse experience and perspectives to our discussions. Our synchronous class meetings further enrich and build our supportive and engaging learning community. Often, outside of class, our students meet online to work collaboratively on projects of their choosing and design to enhance their content-area competencies.”

“Curriculum & Instruction with Advanced Professional Specializations graduates are leaders in the classroom, schools, and districts in which they are employed. They leave us prepared to actualize change in their professional practice,” says Martinez. “And that inspires me every day to continue the work we do together as a learning community.”

Suzanne Martinez, NBCT, Ed.M.
Assistant Professor and Program Chair
Curriculum and Instruction with Advanced Professional Specializations

Endorsements and Advanced Professional Specializations

- Early Childhood Special Education
- English as a Second Language
- English as a Second Language and Bilingual Education
- Learning Behavior Specialist I (LBS I)
- Learning Behavior Specialist II (LBS II)
- Reading Teacher
- Mathematics Education
- Teacher Leadership
- Reading Specialist
- Special Education Director
- Technology Specialist
- Subsequent Grade Bands
Reading and Literacy Education
NCE Reading faculty promote leadership in literacy through graduate degree and endorsement offerings, partnership projects, research and publications, K-12 reading improvement programs and district consultation, community outreach, and professional literacy institutes.

Beyond the Classroom
Established and led by NCE Reading faculty, the Reading Leadership Institute is a professional association that engages and empowers a network of literacy experts and decision-makers. Together, they explore and refine literacy best practices. In 2019, NLU hosted three Reading Leadership Institute meetings featuring guest speakers who addressed topics related to the year’s theme, Diversity and Differentiation in Literacy.

NCE’s annual Summer Reading Program is a faculty-driven community engagement initiative that provides reading specialist graduate students with hands-on training in literacy intervention, while K-12 students throughout Chicago-land benefit from one-on-one literacy tutoring.

“Candidates take all the learning they’ve accumulated over two years of courses in their master’s program to plan instruction and coaching for their K-12 students. It’s awesome that our graduate students get to participate in an on-site clinic. In their regular classes during the school year, they’re bound by the curriculum, but here, they can try new strategies with access to guidance and feedback from NLU faculty.”

Mary Hoch, Ed.D.
Associate Professor, Reading and Language
Director, NLU Reading Center

Learning Sciences Education
NLU’s new Learning Sciences Education program, grounded in theoretical and applied understanding of how people learn, explores the dynamic intersection of learning engagement, environment, assessment tools, and technology. This program provides teachers and leaders with theoretical coursework and hands-on experience to bring back to their classrooms, schools, and districts to influence meaningful change.

“In the science of learning, we’re teaching educators to reconceive their role as a teacher to focus on the learner. We’re training educators to understand the needs of each learner, to use instructional strategies and digital technologies to individualize learning experiences for each student, and to evaluate the effectiveness of those strategies.”

Angela Elkordy, Ph.D.
Assistant Professor, Learning Sciences
Director, Learning Technologies
Partnering with Educators in Life-Long Learning

Marquita Jones

Jones never imagined she would pursue a career in education but, frustrated by a tedious job search, on a whim, she applied for a tutoring position at Phoenix Military Academy. Now, twelve years and three NLU degrees later, she has advanced from tutor to special education classroom assistant, to teacher, to case manager, to school leader.

Jones credits her leadership growth to Phoenix Military Academy and her classes at the National College of Education. Both communities offered access, opportunity, and have supported her throughout her journey.

“It was so helpful to have class discussions, have time to reflect, and then bring those lessons back to work every week. From building team capacity to reaching out to community partners to bring in more support for students, you learn so many new strategies and once you implement them, they work.”

Jones says her professors and classes at the National College of Education helped her get her to where she is today.

“I’m so grateful that I had professors with school and district experience. If I was facing a challenge, I could go right to my professors, they understand what I’m going through, and they knew how to help me. Having their support and guidance to work through challenges has allowed me to grow without fear of failure.”

“I love NLU; It’s my little community, my family.”
NCE offers comprehensive and innovative leadership programs for educators with a passion for transforming education. We prepare teachers, principals, superintendents, and curriculum and administrative leaders to reimagine teaching and learning, guide student success at all levels, and to build collaborative, high-performing education systems.

Building a Principal Pipeline

The Chicago Leadership Collaborative (CLC) is a unique partnership between CPS, NLU, and local higher education institutions that provides CPS with an unprecedented capacity to develop, attract, and retain high-performing principals.

The CLC recruits and trains principal candidates who commit to a year-long residency and receive mentoring from a select group of high-performing principals in the district. NLU’s context-specific and learner-focused course content prepares our principal candidates to be culturally competent leaders who understand how to influence and lead meaningful change and community engagement.
Educational Leadership Studies

Principles to Live By

Principals play a vital role in student success, teacher training, and community engagement, so retaining high-quality principals, as well as developing those with significant leadership potential, is a key focus for many school systems.

NCE faculty are exploring principal training and support strategies that work and questioning how they can be made to work even better.

Chicago Public Schools and the Chicago Public Education Fund teamed up with NCE’s Harrington Gibson and Gloria McDaniel-Hall to design a new coaching strategy to support and empower effective principals. They focused on blending research and pedagogy with an application for today’s schools. Gibson and McDaniel-Hall developed a program that enables coaches to work with acting principals on solving context-specific problems of practice. Together, coaches and principals set data-informed goals, benchmarks, and develop school improvement plans aligned to district objectives and strategies. From this body of work, they created the 6 Cs Framework for Principal Coaching, a toolkit, now shared and used across the district, that explains the six key coaching strategies that emerged from this initiative.

6 C’s Framework for Principal Coaching

1. **Collaboration**: Developing a Coaching Community
2. **Confidentiality**: Establishing Relational Trust with Principals
3. **Competencies**: Setting Data-Informed Goals, Benchmarks and Impact Measures
4. **Coaching Protocols**: Utilizing School Improvement Plan
5. **Collection of Evidence**: Developing Implementation Plans
6. **Connections**: Utilizing Insights Gained from Principal Supervisors and Selection of Coaches Who Understand the District Leadership Work and Priorities

A Foundation of Support

The Fry Foundation funds the CPS and NLU Principal Coaching initiative. In 2019, the Foundation doubled its total funding to expand the scope and reach of this body of work.
Brad Gill  
Ed.D. Educational Leadership  
Chicago Leadership Collaborative  
Principal Resident  
Phoenix Military Academy

Why I Want to Lead: “I want to be a leader in CPS, so I can advocate for the students in Chicago. I believe in giving students opportunities they do not think are possible. As a teacher and athletic coach in CPS, it has been great being able to assist students preparing for college and the professional world. By being a leader in CPS, I look forward to advocating for my students and connecting them with opportunities that truly provide the skills necessary to excel in the 21st Century.”

How I Lead: “I believe in relational and distributive leadership. When people come together and care about the students, school, and each other, anything is possible. It is important that the staff, students, and community are represented and take an active part in leading school teams. Everyone must be able to have a voice and trust that all decisions are being made with the whole school community in mind.”

JaMonica Marion  
Ed.D. Educational Leadership  
Chicago Leadership Collaborative  
Principal Resident  
Clissold Elementary School

Why I Want to Lead: “I have known all my life that I wanted to work in education. As a child, I played school with family and friends. I was the one who helped the “teachers”. I would like to continue to share what I have learned from seasoned educators, passing along the tried and true lessons about how to connect with students in the effort to impact achievement. It happened for me, and I would like to facilitate that for students through teachers.”

How I Lead: “I am a servant leader who enjoys coaching educators, supporting students’ academic and social-emotional needs while making an impact on the community. My vision is to establish a culture where working with stakeholders collaboratively to equip students to compete globally in college and career settings is the norm. I envision collaborating with local businesses and community members to engage students with academic content outside of the classroom through partnerships.”
Educational Leadership Studies

Community Learning

NCE ensures that coursework fits within a broader, sociological framework and aligns with local contexts. To engage future leaders in realistic and relevant problems of practice, NCE's Educational Leadership faculty collaborate with partners in Illinois and Florida to develop and modify the program’s coursework and field experience components.

“We don’t design programs without practical, real-world knowledge. Our partnerships with local school systems allow NCE to produce leaders who have the ability to understand effective teaching and learning in the broader context and landscape – community dynamics, social lens, political environment,” said associate professor Harrington Gibson.


- In Florida, senior leaders from partner districts, including Lake County, Marion County, Orange County, Hillsborough County, and Manatee County, regularly support, guide, and influence NCE candidate development as adjunct instructors and internship supervisors. They also inform NCE course and curriculum development. Adjunct faculty member Dr. Marie Whelan, Chief Human Resources Officer, provided valuable feedback for the revision of our M.Ed. program, including our Educational Leadership Project course and its assignments.

- In 2019, Florida faculty formed an Evaluation Committee, composed of internal and external stakeholders, to determine the impact their graduates have on PK-12 student learning. The committee will meet annually to review the program completer’s performances on the Florida Educational Leadership Exam (FELE) and outcome data and make recommendations for continuous improvement.
The McCormick Center for Early Childhood Leadership at National Louis University focuses on the role of early childhood leaders as the catalysts of program improvement and quality. It works to improve the quality of early childhood education (ECE) for children and their families, as well as to increase the professionalization of the early childhood field. The center’s ultimate impact is to improve outcomes for young children and their families.

**Professional Development**

Through in-person and online professional learning, the McCormick Center increased access to training opportunities for early childhood education leaders in program improvement, evaluation, and assessment. Participants join a supportive community of practice, and advance their professional competencies, leadership skills, knowledge, and mindsets.

**19th Annual Leadership Connections™ National Conference**

- 4 days
- 53 breakout sessions
- 719 attendees

**Leadership Academies**

Taking Charge of Change™, Taking the Lead, and Ready to Lead, a new initiative designed specifically for novice administrators.

**Influencing State and National Policy and Practice**

For the Department of Human Services, Illinois State Board of Education, and Chicago Department of Family and Support Service, assessment teams conduct program quality evaluations of more than 1,100 early childhood classrooms—now consistently evaluated with the same set of criteria by a highly-skilled team of assessment specialists.

The McCormick Center’s research informs policy and influences state and federal initiatives that support early childhood leadership, with a focus on competency-based education and compensation.

- The center published 22 resources to the McCormick Center’s online resource library of research, policy articles, and webinars.
- Fifteen center faculty and staff served on 47 state and national boards, councils, and organizations.
- McCormick Center faculty and staff presented 23 sessions at 12 conferences and events.
Reading Recovery® Center for Literacy

NLU faculty at the Reading Recovery® Center partner with schools across Illinois, Wisconsin, Minnesota, and Florida to train, coach, and support Reading Recovery Teacher Leaders, the in-house early literacy experts who provide continued coaching and learning opportunities for literacy intervention specialist teachers within their district. Our Center also offers ongoing professional development to Reading Recovery and Descubriendo La Lectura Teacher Leaders and Partnerships in Comprehensive ßLiteracy Coaches.

Expanding the Commitment

In 2019, the Reading Recovery Center expanded its impact with the addition of five Florida School districts joining our network of partnering school systems. Keeping pace with the growth, the Center welcomed a new faculty member and a staff member. The work of the center reaches more than 17,000 K-5 students annually through the teachers and leaders who participate in initial training courses and ongoing professional learning networks.

2019 Reading Recovery Center at NLU Impact:
Two Faculty Trainers and 30 Teacher Leaders across four states, in 117 districts, and 371 schools, trained 552 teachers who improved the achievements of 4,150 first graders and 17,297 K-5 students.
National Louis University faculty, students, and alumni shape and lead the field of education.

Faculty Research Symposium

NCE faculty dig deep into questions around effective teaching and learning. In June, faculty shared their research at the college’s Second Annual Faculty Research Symposium. Topics included:

- Latinx Students’ Writing Practices
- School Leaders and New Teachers Integrating Digital Tools and Technology into Curricula
- Literacy Abilities and Self-Concept Support for Teacher Prep Students
- Field Learning in Teacher Education
- Culturally and Linguistically Diverse Students and Educator Shifts to Meet Their Needs
- Visual Literacy Practices: From Teacher Prep Program to Classroom

Innovation Seed Grants

Honoring our institution’s long history of engaged research, NLU supports faculty research, scholarship, and innovation through annual Seed Grant awards. 2019 funded projects:

**Title:** Exploring Latina/o Students’ Writing Practices at an H.S.I. (Hispanic Serving Institution)

**Research Team:** Principal Investigator: Jason Stegemoller; Collaborators: Aleksandra Veselovsky, Harry Ross.

**Purpose:** Develop a better understanding of how language/literacy experiences and institutional contexts contribute to Latina/o students’ development as writers and university students.

**Title:** Mentoring the Mentors: Building Capacity for and Learning from the Field

**Research Team:** Principal Investigator: Kavita Matsko; Collaborators: Diane Salmon, Sherri Bressman, Ryan McCarty, Lisa Mozer, Aleksandra Veselovsky, Xue Han, Lisa Downey, Jeffrey Winter.

**Purpose:** Articulate, refine, and formalize NLU’s mentoring and supervision model for teacher preparation candidates, including guides and tools for supporting cooperating mentor teachers.

Connecting Education Leaders from Around the World

NCE hosted international visitors—including teachers, administrators, and researchers—who wanted to hear about our innovative approach to preparing and advancing educators and leaders.

- Kavita Matsko, Janet Lorch, and Scott Sullivan shared NCE’s expertise related to quality teacher residency programs with faculty and students from Japan’s Kobe University.
- Kristin Lems and Jason Stegemoller’s presented their research on STEM and English as a Second Language to a U.S. State Department delegation of education officials from South and Central Asia.
Community Events

Events throughout the 2019 academic year provided students, faculty, staff, and community members an opportunity to hear from education experts across the country. NCE events inspire our community and push our collective thinking and work.

Sept. 14 2018

Pam Grossman, Ph.D., Dean of the UPenn Graduate School of Education

To kick off the school year, NCE invited Pam Grossman, Ph.D., Dean of the UPenn Graduate School of Education, to speak to our community about core practices, the identifiable components fundamental to teaching that are enacted by teachers in the process of teaching their students. Her work has influenced NCE’s implementation and expansion of practice-based teaching in our preparation programs.

Nov. 2-3 2018

IVLA 50th Annual Conference

International Visual Literacy Association (IVLA) celebrated its 50th Annual Conference at NLU in November. Led by IVLA President and NCE Associate Professor Karen Tardrew, IVLA and NLU welcomed international scholars, researchers, teachers, students, artists, and scientists to exchange ideas related to visual literacy past development and potential future in the field.

Associate Professor Geri Chesner (L) and Associate Professor Karen Tardrew (R)

Feb. 13 2019

Interactive NCE Conference

Ayn Keneman, professor of Early Childhood Education, and Sadia Warsi, associate professor of Special Education, led two interactive workshops for NCE students and alumni to share strategies for using children’s literature to foster inclusive classroom environments. They shared a range of award-winning children’s books and discussed ways to make the books accessible to diverse learners.

Associate Professor Sadia Warsi (L) and Professor Ayn Keneman (R)
2018 Illinois Teacher of the Year Lindsey Jensen visited the Chicago campus and delivered her lecture, Once a New Teacher, Always a New Teacher to NCE preparation candidates and faculty. Jensen shared her insights, strategies, and ideas for classroom success with our teachers-to-be.

NCE co-hosted Urban Teacher Educator Consortium’s 8th annual meeting with the University of Chicago and Illinois State University. Teacher educators from institutions and programs around the country shared successes and problems of practice related to urban teaching in an ongoing effort to improve the quality of what teacher candidates can enable their students to learn.

Doctoral candidates from NCE and NLU’s College of Professional Studies & Advancement (CPSA) in Illinois and Florida delivered their research findings in posters and breakout session presentations to peers, family, NLU faculty, and community members.

Participants of the NCE/NLU Doctoral Research Symposium in a breakout session
Artwork by Ashley Jackson (M.A.T., '20). This image depicts Jackson’s role as an educator. The colors represent the imagination, enthusiasm, trust, and creativity that she fosters in her classroom.