



National-Louis University
Traditional Report AY 2019-20
Illinois



0% COMPLETE

STATUS: IN PROGRESS

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Borthwick

PHONE

(847) 947-5025

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aborthwick@nl.edu

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both.
(\$205(a)(C))

THIS PAGE INCLUDES:

>> [List of Programs](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	PG	
13.1	Special Education	PG	
13.1305	Teacher Education - English/Language Arts	PG	
13.1306	Teacher Education - Foreign Language	PG	
13.1316	Teacher Education - General Science	PG	
13.1311	Teacher Education - Mathematics	PG	
13.1318	Teacher Education - Social Studies	PG	

Total number of teacher preparation programs:

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

☒ Yes

☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	☒ Yes ☐ No	☐ Yes ☒ No
Fingerprint check	☐ Yes ☒ No	☐ Yes ☒ No
Background check	☐ Yes ☒ No	☐ Yes ☒ No
Minimum number of courses/credits/semester hours completed	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☒ Yes ☐ No	☒ Yes ☐ No
Subject area/academic content test or other subject matter verification	☐ Yes ☒ No	☒ Yes ☐ No
Recommendation(s)	☐ Yes ☒ No	☐ Yes ☒ No
Essay or personal statement	☐ Yes ☒ No	☐ Yes ☒ No

Element	Admission	Completion
Interview	☐ Yes ☒ No	☐ Yes ☒ No
Other Specify: 	☐ Yes ☒ No	☐ Yes ☒ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2

4. Please provide any additional information about the information provided above:

Minimum basic skills test score: The state of Illinois requires passing the Test of Academic Proficiency (TAP), or an approved equivalent. At this time, ISBE also allows use of "passing" scores (set by the state) on the ACT and SAT.

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

☒ Yes

☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	☒ Yes ☐ No	☐ Yes ☒ No
Fingerprint check	☐ Yes ☒ No	☐ Yes ☒ No
Background check	☐ Yes ☒ No	☐ Yes ☒ No
Minimum number of courses/credits/semester hours completed	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☐ Yes ☒ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☒ Yes ☐ No	☒ Yes ☐ No
Subject area/academic content test or other subject matter verification	☒ Yes ☐ No	☒ Yes ☐ No
Recommendation(s)	☐ Yes ☒ No	☐ Yes ☒ No

Element	Admission	Completion
Essay or personal statement	☐ Yes ☒ No	☐ Yes ☒ No
Interview	☐ Yes ☒ No	☐ Yes ☒ No
Other Specify: 	☐ Yes ☒ No	☐ Yes ☒ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

Minimum basic skills test score: The state of Illinois requires passing the Test of Academic Proficiency (TAP), or an approved equivalent. At this time, ISBE also allows use of "passing" scores (set by the state) on the ACT and SAT.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

☒ Yes

☐ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	230
Number of clock hours required for student teaching	483

Are there programs in which candidates are the teacher of record?

☒ Yes

☐ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of years required for teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

Please provide any additional information about or descriptions of the supervised clinical experiences:

The number of students in supervised clinical experiences during the academic year is a duplicated headcount. Practicum and full-day student teaching field experiences are each counted separately. To support our teacher candidates in the field, across teacher preparation programs we are working to increase the number of supervised clinical hours prior to full-day student teaching through linked placements that culminate in a minimum of 11 weeks of full-day student teaching.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	
Subset of Program Completers	

Gender	Total Enrolled	Subset of Program Completers
Male		
Female		
Non-Binary/Other		
No Gender Reported		
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native		
Asian		
Black or African American		
Hispanic/Latino of any race		
Native Hawaiian or Other Pacific Islander		
White		

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races		
No Race/Ethnicity Reported		

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

What are CIP Codes?

☐ No teachers prepared in academic year 2019-20

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ☐ Yes
- ☐ No

☐ No teachers prepared in academic year 2019-20

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	Other Specify: 	

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. [\(§205\(a\)\(1\)\(A\)\(iii\); §206\(b\)\)](#)

Program Assurances

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- ☒ Yes
- ☐ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- ☒ Yes
- ☐ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- ☒ Yes
- ☐ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- ☒ Yes
- ☐ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- ☒ Yes
- ☐ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- ☒ Yes
- ☐ No

8. Describe your institution’s most successful strategies in meeting the assurances listed above:

Please see Section VI on Teacher Training in this report. Several of our teacher preparation programs are offered jointly with our partners. In addition to university faculty support, candidates also receive support from partners and assigned school officials. Special Education M.A.T. candidates have two courses in literacy and one math course focused on special needs students. Special Education B.A. candidates complete two math content for teachers courses, two literacy in inclusive education courses, and a mathematics and inclusive education course. All special education candidates must pass a state general curriculum test for special educators.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

[Report Progress on Last Year's Goal \(2019-20\)](#)

[Review Current Year's Goal \(2020-21\)](#)

[Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

12 new candidates to become teachers in mathematics

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Through marketing and recruitment efforts along with enhanced curriculum and national recognition we will hopefully see an uptick in the number of new enrollees. We will continue to offer math education with a middle school endorsement for both elementary and secondary majors.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

12 new candidates to become teachers in mathematics

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- ☐ Yes
☐ No

10. Describe your goal.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

[Report Progress on Last Year's Goal \(2019-20\)](#)

[Review Current Year's Goal \(2020-21\)](#)

[Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

12 new prospective science teachers

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year’s Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- ☒ Yes
- ☐ No

8. Describe your goal.

12 new prospective science teachers

Set Next Year’s Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- ☐ Yes
- ☐ No

10. Describe your goal.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

>>

[Report Progress on Last Year's Goal \(2019-20\)](#)

>>

[Review Current Year's Goal \(2020-21\)](#)

>>

[Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

50 new prospective special education teachers

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

55 new special education teachers

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- ☐ Yes
☐ No

10. Describe your goal.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

100 new prospective teachers enrolled in coursework

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

This is a conservative goal as there could be market saturation of endorsement candidates in ESL/Bilingual. We will continue to include endorsement coursework in our initial licensure programs and to encourage these preservice teachers to pursue additional credentialing in order to increase their marketability to be hired as well as enhancing their skills to teach students with limited English proficiency.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

☒ Yes

☐ No

8. Describe your goal.

135 new prospective teachers enrolled in coursework

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

☐ Yes

☐ No

10. Describe your goal.

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
188 -APT (ALL LEVELS) Evaluation Systems group of Pearson Other enrolled students	3			
188 -APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2019-20	2			
188 -APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2018-19	1			
188 -APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2017-18	1			
TP014 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2017-18	1			
107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	13	258	11	85

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	52	253	45	87
206 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	4			
107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	16	264	16	100
TP014.1 -EARLY CHILDHOOD.1 Evaluation Systems group of Pearson All program completers, 2017-18	19	42	19	100
TP014.2 -EARLY CHILDHOOD.2 Evaluation Systems group of Pearson Other enrolled students	1			
TP014.2 -EARLY CHILDHOOD.2 Evaluation Systems group of Pearson All program completers, 2019-20	14	42	10	71
TP014.2 -EARLY CHILDHOOD.2 Evaluation Systems group of Pearson All program completers, 2018-19	51	43	51	100
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	50	248	39	78
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson Other enrolled students	11	221	3	27
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2019-20	113	254	112	99
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2018-19	61	258	60	98
197 -ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson All program completers, 2017-18	23	253	23	100
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	48	252	40	83
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	10	206	2	20
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	113	257	112	99

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	61	256	60	98
198 -ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	23	256	23	100
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	50	260	42	84
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	10	244	9	90
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	113	262	113	100
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	61	262	60	98
199 -ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	23	261	23	100
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	50	264	46	92
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson Other enrolled students	10	248	8	80
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2019-20	113	265	113	100
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2018-19	61	266	61	100
200 -ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson All program completers, 2017-18	23	265	23	100
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	49	250	32	65
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson Other enrolled students	6			
305 -ELEMENTARY EDUCATION (GRADES 1-6) Evaluation Systems group of Pearson All program completers, 2019-20	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP001 -ELEMENTARY LITERACY Evaluation Systems group of Pearson Other enrolled students	1			
TP001 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2017-18	1			
TP001.1 -ELEMENTARY LITERACY.1 Evaluation Systems group of Pearson Other enrolled students	3			
TP001.1 -ELEMENTARY LITERACY.1 Evaluation Systems group of Pearson All program completers, 2018-19	2			
TP001.1 -ELEMENTARY LITERACY.1 Evaluation Systems group of Pearson All program completers, 2017-18	36	48	36	100
TP001.2 -ELEMENTARY LITERACY.2 Evaluation Systems group of Pearson Other enrolled students	2			
TP001.2 -ELEMENTARY LITERACY.2 Evaluation Systems group of Pearson All program completers, 2019-20	8			
TP001.2 -ELEMENTARY LITERACY.2 Evaluation Systems group of Pearson All program completers, 2018-19	41	46	40	98
TP002 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
TP002 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	6			
TP002 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
TP002.1 -ELEMENTARY MATHEMATICS.1 Evaluation Systems group of Pearson Other enrolled students	1			
TP002.1 -ELEMENTARY MATHEMATICS.1 Evaluation Systems group of Pearson All program completers, 2019-20	3			
TP002.1 -ELEMENTARY MATHEMATICS.1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP002.1 -ELEMENTARY MATHEMATICS.1 Evaluation Systems group of Pearson All program completers, 2017-18	25	47	25	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
TP002.2 -ELEMENTARY MATHEMATICS.2 Evaluation Systems group of Pearson Other enrolled students	1				
TP002.2 -ELEMENTARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2019-20	6				
TP002.2 -ELEMENTARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2018-19	43	46	43	100	
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3				
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson Other enrolled students	10	267	10	100	
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2019-20	25	261	25	100	
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2018-19	31	260	31	100	
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2017-18	41	269	41	100	
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6				
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2				
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	6				
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	22	245	17	77	
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	3				
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	9				
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	11	261	11	100
111 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	27	272	27	100
207 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	1			
126 -FOREIGN LANGUAGE: CHINESE (MANDARIN) Evaluation Systems group of Pearson Other enrolled students	1			
126 -FOREIGN LANGUAGE: CHINESE (MANDARIN) Evaluation Systems group of Pearson All program completers, 2019-20	1			
126 -FOREIGN LANGUAGE: CHINESE (MANDARIN) Evaluation Systems group of Pearson All program completers, 2018-19	1			
126 -FOREIGN LANGUAGE: CHINESE (MANDARIN) Evaluation Systems group of Pearson All program completers, 2017-18	3			
127 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
252 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson Other enrolled students	1			
127 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2018-19	1			
127 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2017-18	2			
128 -FOREIGN LANGUAGE: GERMAN Evaluation Systems group of Pearson Other enrolled students	1			
128 -FOREIGN LANGUAGE: GERMAN Evaluation Systems group of Pearson All program completers, 2017-18	1			
131 -FOREIGN LANGUAGE: JAPANESE Evaluation Systems group of Pearson All program completers, 2018-19	1			
133 -FOREIGN LANGUAGE: LATIN Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
260 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson Other enrolled students	7				
260 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson Other enrolled students	9				
260 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2019-20	2				
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2019-20	4				
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	4				
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	4				
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	54	260	50	93	
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	23	255	21	91	
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2019-20	57	268	57	100	
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2018-19	49	269	49	100	
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2017-18	54	264	54	100	
115 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
208 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2				
208 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	14	263	12	86	

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
115 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	3			
115 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	7			
115 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	4			
115 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	18	266	18	100
TP018.1 -MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS.1 Evaluation Systems group of Pearson All program completers, 2017-18	5			
TP018.2 -MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
TP018.2 -MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2018-19	16	48	16	100
TP019.1 -MIDDLE CHILDHOOD HISTORY/SOCIAL STUDIES.1 Evaluation Systems group of Pearson All program completers, 2017-18	1			
TP019.2 -MIDDLE CHILDHOOD HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson All program completers, 2018-19	3			
TP016.1 -MIDDLE CHILDHOOD MATHEMATICS.1 Evaluation Systems group of Pearson All program completers, 2017-18	5			
TP016.2 -MIDDLE CHILDHOOD MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2018-19	8			
TP017 -MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
TP017.1 -MIDDLE CHILDHOOD SCIENCE.1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP017.1 -MIDDLE CHILDHOOD SCIENCE.1 Evaluation Systems group of Pearson All program completers, 2017-18	10	47	10	100
TP017.2 -MIDDLE CHILDHOOD SCIENCE.2 Evaluation Systems group of Pearson All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
TP017.2 -MIDDLE CHILDHOOD SCIENCE.2 Evaluation Systems group of Pearson All program completers, 2018-19	8				
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7				
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	7				
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	11	259	11	100	
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	16	257	16	100	
201 -MIDDLE GRADES LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	5				
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3				
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	4				
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	7				
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	8				
202 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	5				
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3				
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson Other enrolled students	5				
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	7				
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	9				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
203 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	10	254	10	100
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson Other enrolled students	1			
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All program completers, 2019-20	5			
204 -MIDDLE GRADES SOCIAL SCIENCES Evaluation Systems group of Pearson All program completers, 2018-19	3			
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson Other enrolled students	10	262	10	100
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	9			
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	7			
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	12	259	12	100
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2019-20	1			
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	2			
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	4			
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	2			
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	2			
112 -SCIENCE: ENVIRONMENTAL SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	3			
112 -SCIENCE: ENVIRONMENTAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	2			
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson Other enrolled students	3			
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2019-20	2			
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2018-19	2			
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2017-18	5			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	3			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	3			
TP003.1 -SECONDARY ENGLISH-LANGUAGE ARTS.1 Evaluation Systems group of Pearson All program completers, 2019-20	4			
TP003.1 -SECONDARY ENGLISH-LANGUAGE ARTS.1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP003.1 -SECONDARY ENGLISH-LANGUAGE ARTS.1 Evaluation Systems group of Pearson All program completers, 2017-18	24	48	24	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP003.2 -SECONDARY ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
TP003.2 -SECONDARY ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson Other enrolled students	2			
TP003.2 -SECONDARY ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2019-20	4			
TP003.2 -SECONDARY ENGLISH-LANGUAGE ARTS.2 Evaluation Systems group of Pearson All program completers, 2018-19	10	49	10	100
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	1			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	2			
TP004.1 -SECONDARY HISTORY/SOCIAL STUDIES.1 Evaluation Systems group of Pearson Other enrolled students	1			
TP004.1 -SECONDARY HISTORY/SOCIAL STUDIES.1 Evaluation Systems group of Pearson All program completers, 2019-20	3			
TP004.1 -SECONDARY HISTORY/SOCIAL STUDIES.1 Evaluation Systems group of Pearson All program completers, 2017-18	21	47	21	100
TP004.2 -SECONDARY HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
TP004.2 -SECONDARY HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson Other enrolled students	3			
TP004.2 -SECONDARY HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson All program completers, 2019-20	11	47	11	100
TP004.2 -SECONDARY HISTORY/SOCIAL STUDIES.2 Evaluation Systems group of Pearson All program completers, 2018-19	13	47	13	100
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	4			
TP005.1 -SECONDARY MATHEMATICS.1 Evaluation Systems group of Pearson All program completers, 2019-20	3			
TP005.1 -SECONDARY MATHEMATICS.1 Evaluation Systems group of Pearson All program completers, 2017-18	11	41	11	100
TP005.2 -SECONDARY MATHEMATICS.2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
TP005.2 -SECONDARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2019-20	3			
TP005.2 -SECONDARY MATHEMATICS.2 Evaluation Systems group of Pearson All program completers, 2018-19	4			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	2			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	3			
TP006.1 -SECONDARY SCIENCE.1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP006.1 -SECONDARY SCIENCE.1 Evaluation Systems group of Pearson All program completers, 2017-18	16	44	16	100
TP006.2 -SECONDARY SCIENCE.2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
TP006.2 -SECONDARY SCIENCE.2 Evaluation Systems group of Pearson All program completers, 2019-20	10	45	10	100
TP006.2 -SECONDARY SCIENCE.2 Evaluation Systems group of Pearson All program completers, 2018-19	8			
249 -SOC.SCI: SOCIOLOGY AND ANTHROPOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
121 -SOC.SCI: SOCIOLOGY AND ANTHROPOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	2			
249 -SOC.SCI: SOCIOLOGY AND ANTHROPOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	1			
121 -SOC.SCI: SOCIOLOGY AND ANTHROPOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	1			
121 -SOC.SCI: SOCIOLOGY AND ANTHROPOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	1			
244 -SOCIAL SCIENCE: ECONOMICS Evaluation Systems group of Pearson Other enrolled students	4			
109 -SOCIAL SCIENCE: ECONOMICS Evaluation Systems group of Pearson All program completers, 2019-20	2			
109 -SOCIAL SCIENCE: ECONOMICS Evaluation Systems group of Pearson All program completers, 2018-19	1			
109 -SOCIAL SCIENCE: ECONOMICS Evaluation Systems group of Pearson All program completers, 2017-18	5			
113 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2017-18	1			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	7			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	10	260	8	80
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2019-20	1			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2019-20	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2018-19	3			
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2018-19	9			
246 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2017-18	1			
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2017-18	16	266	16	100
247 -SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
117 -SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
247 -SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	2			
117 -SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	2			
247 -SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
247 -SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	1			
117 -SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	4			
118 -SOCIAL SCIENCE: PSYCHOLOGY Evaluation Systems group of Pearson Other enrolled students	1			
248 -SOCIAL SCIENCE: PSYCHOLOGY Evaluation Systems group of Pearson Other enrolled students	1			
248 -SOCIAL SCIENCE: PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	1			
118 -SOCIAL SCIENCE: PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	38	250	27	71
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson Other enrolled students	16	239	10	63
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2019-20	57	261	57	100
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2018-19	49	263	49	100
163 -SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2017-18	55	257	55	100
TP012.1 -SPECIAL EDUCATION.1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP012.1 -SPECIAL EDUCATION.1 Evaluation Systems group of Pearson All program completers, 2017-18	55	44	55	100
TP012.2 -SPECIAL EDUCATION.2 Evaluation Systems group of Pearson All program completers, 2018-19	48	46	47	98
TP020.1 -WORLD LANGUAGE.1 Evaluation Systems group of Pearson All program completers, 2019-20	1			
TP020.1 -WORLD LANGUAGE.1 Evaluation Systems group of Pearson All program completers, 2017-18	10	41	10	100
TP020.2 -WORLD LANGUAGE.2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP020.2 -WORLD LANGUAGE.2 Evaluation Systems group of Pearson Other enrolled students	3			
TP020.2 -WORLD LANGUAGE.2 Evaluation Systems group of Pearson All program completers, 2019-20	6			
TP020.2 -WORLD LANGUAGE.2 Evaluation Systems group of Pearson All program completers, 2018-19	6			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	299	289	97
All program completers, 2018-19	294	282	96
All program completers, 2017-18	257	257	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ☒ Yes
- ☐ No

If yes, please specify the organization(s) that approved or accredited your program:

- ☒ State
- ☒ CAEP
- ☐ AAQEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ☐ Yes
- ☒ No

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(§205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

- ☒ Yes
- ☐ No

b. use technology effectively to collect data to improve teaching and learning

- ☒ Yes
- ☐ No

c. use technology effectively to manage data to improve teaching and learning

- ☒ Yes
- ☐ No

d. use technology effectively to analyze data to improve teaching and learning

- ☒ Yes
- ☐ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

By creating a college-wide Technology Assessment aligned to the ISTE Standards for Educators, we have been able to assess the extent to which our teacher candidates demonstrate characteristics that are important to ensure the proper and effective use of technology for teaching and learning. As an educator preparation program we are committed to preparing classroom ready teachers with the necessary technological literacies. In order to facilitate and monitor that development, candidates submit artifacts multiple times throughout a program demonstrating various technology competencies aligned with the ISTE Standards for Educators (2017) to create a Technology Portfolio. To develop this assessment based on the ISTE Standards for Educators, we conducted a content validity panel. We invited the members of our Academic Technology Committee to participate as well as nominate others with expertise in technology. We had a total of nine subject matter experts in the field of educational technology agree to participate in the panel, including three external stakeholders. Panel members were asked to rate each of the standards/elements from the ISTE Standards for Educators as essential; useful, but not essential; and not necessary for a pre-service and in-service teacher. Based on Ayre and Scally (2014) as a guide for using panel results to determine the items to include in the assessment, we narrowed the items from 24 to 5 for pre-service teacher candidates. In additional work done at the college level by the assessment committee and internal subject matter experts, we also included an addition substandard (ISTE *E 5b) because it is important for candidates to be able to design authentic learning opportunities using technology. The assessment now runs across all programs, and each program receives their data in their annual Assessment Report. The ISTE standards identified by our expert panel for preservice candidates align

well with the elements outlined in the Title II report: integration of technology into curricula and instruction paired with a UDL approach, and collection and use of data to increase student achievement:

- **Learner.** Educators set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness. (ISTE *E 1a)
- **Citizen.** Educators establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency. (ISTE *E 3b)
- **Collaborator.** Educators demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning. (ISTE *E 4d)
- **Designer.** Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning. (ISTE *E 5b)
- **Facilitator.** Educators foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. (ISTE *E 6a)
- **Analyst.** Educators use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction. (ISTE *E 7c)

Ayre, C. & Scally, A.J. (2014). Critical values for Lawshe's content validity ratio: Revisiting the original methods of calculation. *Measurement and Evaluation in Counseling and Development*, 47(1), 79-86.

Provide the following information about your teacher preparation program.

[\(§205\(a\)\(1\)\(G\)\)](#)

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

National Louis University's mission and core belief is that all children can learn. Thus, we provide opportunities for our teacher candidates to learn about and interact with diverse/exceptional populations through placement in field experiences. Our teacher candidates show evidence of proficiencies related to diversity in their professional roles through positive assessments on competency appraisals from university supervisors as well as cooperating teachers/mentor teachers in the field. Faculty continues to share techniques, professional articles and strategies to help our teacher candidates excel in this area. Additionally, all our candidates learn and focus on the Universal Design for Learning (UDL) in order to become valuable members of Individualized Education Program (IEP) Teams. The ESL/Bilingual faculty has developed undergraduate ESL courses to allow undergraduate candidates to take coursework toward an ESL endorsement. All BA and MAT candidates, then, may take six courses as program electives or as courses outside their programs for an endorsement in ESL (and bilingual education if they meet the language requirement).

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

All general education teacher candidates are required to take an Introduction and Methods of Teaching Students with Disabilities course that includes foundational information on the history and philosophy of special education and the requirements for participation in the IEP process. Candidates are required to interview special education teachers and administrators about the procedures in the district. There is a requirement for field work that promotes participation in any and all phases of the case study process and whenever possible, the candidate attends meetings along with special education and general education personnel. The course description is as follows: This course focuses on characteristics, identification, and initial methods of instruction for cross-categorical P-21 students who receive special education services. Emphasis is on historical, philosophical, psychological, legal, and pedagogical implications and issues pertaining to P-21 special education. Candidates develop and implement inclusive, differentiated curricular design, planning and instructional methods for P-21 students with high- and low-incidence disabilities based upon consideration of the impact that disabilities have on how students differ in approaches to learning. Candidates learn how to provide inclusive instructional opportunities and supports adapted to strengths and needs of diverse learners, drawing on knowledge of the discipline, students, community, and curriculum goal(s). Fifteen field hours required.

c. Effectively teach students who are limited English proficient.

Programs for general education teacher preparation are immersed in the mission of the university as well as the belief that all children can learn and deserving of access to quality educational services including those who are English Language Learners. Our programs focus on bilingualism as an asset and not a deficit and require candidates to demonstrate basic knowledge and skill to meet the educational needs of second language learners in their classrooms. General education teacher candidates are encouraged to enroll in additional coursework in order to obtain an endorsement in ESL or Bilingual education. All candidates take one or both of the following courses that specifically addresses both the social justice aspect of access to education along with pragmatic pedagogies to provide effective instruction. Cross Cultural Education: The course examines the impact of culture and cultural identity on diverse learners, in particular in relation to English language learners within the educational system. It explores the complex and dynamic relationship between language and culture, and the development of personal and group identities, and emphasizes the importance of culture as a source of strength in a changing world. Participants examine culturally and linguistically relevant instructional practices and their role in student success. Participants explore family, school and community practices across cultures and ways that teachers and schools can support them to create welcoming and nurturing instructional settings. Assigned course requirements include the completion of 20 observational/clinical hours. Methods and Materials for Teaching English as a Second Language: This course prepares candidates in methodology for teaching language and content to English Language Learners. Candidates examine and apply conceptual and pedagogical tools for teaching English as a second language based on theories of second language acquisition, pedagogy, and methodology. Candidates explore how to use these tools to create effective language and content instruction that is differentiated according to language proficiency. Additionally, relevant national, state,

and local language and content standards and assessments are discussed in relation to teaching ESL. Appropriate selection, and evaluation of books multimedia, and technology is also discussed. Assigned course requirements include the completion of 20 clinical/observation hours.

2. Does your program prepare special education teachers?

- ☒ Yes
☐ No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

National Louis University's mission and core belief is that all children can learn. Thus, we provide opportunities for our teacher candidates to learn about and interact with diverse/exceptional populations through placement in field experiences. Our teacher candidates show evidence of proficiencies related to diversity in their professional roles through positive assessments on competency appraisals from university supervisors as well as cooperating teachers/mentor teachers in the field. Faculty continues to share techniques, professional articles and strategies to help our teacher candidates excel in this area. Additionally, all our candidates learn and focus on the Universal Design for Learning (UDL) in order to become valuable members of Individualized Education Program (IEP) Teams. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Special Education teacher candidates at NLU are provided initial teacher preparation through coursework and field experiences that equip them to be effective special education teachers, including skills needed to participate as active members of the IEP team. Teacher candidates receive training in state and federal special education law, regulations and related professional practices. Candidates are prepared according to specialty guidelines for the Council for Exceptional Children which include empirically based strategies for assessment, instructional planning, creating classroom environments that facilitate learning and progress in general education curriculum and toward a student's individual educational goals. Coursework includes specific preparation regarding language development and culturally responsive approaches to assessment, differentiation and specialized instruction needed for identification, referral, development of linguistically and culturally appropriate interventions and instruction. All special education teacher candidates complete a minimum of 100 pre-clinical hours. They are expected to visit various school and community settings to observe and work with students with exceptional learning needs in special education settings on all aspects of the continuum—from least restrictive environments for students seen on a consultative basis—to students in residential settings. In addition, candidates are expected to visit settings serving students of different age, grade and education levels, from Pre-Kindergarten to Transition settings with students up to 21 years of age. While completing various experiences, candidates are working with children of different levels and complexity of disability, from different socioeconomic, cultural and linguistic backgrounds. These experiences are documented through Live Text. Practicum and student teaching experiences, provided through the office of field experience provide additional documentation and assurance that candidates are well prepared to serve students who have disabilities.

c. Effectively teach students who are limited English proficient.

The ESL/Bilingual faculty has developed undergraduate ESL courses to allow undergraduate candidates to take coursework toward an ESL endorsement. All BA and MAT candidates, then, may take six courses as program electives or as courses outside their programs for an endorsement in ESL (and bilingual education if they meet the language requirement). At the graduate level, faculty are mapping foundational, pedagogy and assessment of students who are limited English proficient. With that said, our program addresses the learning needs of all students regardless of their label or diagnosis but emphasizes caution to avoid deficit thinking as related to ESL/Bilingual children. The philosophy of the educator preparation at National Louis university is a focus on justice and equity in education with particular attention to children who demonstrate educational need.

Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

NOTE: For Section I. Teachers Prepared by Academic Major--The NLU database does not record UG major for graduate candidates (e.g., Biology).

NOTE: For Section I. Program Completers are defined as those who completed program requirements qualifying them for licensure. *** ADDITIONAL CONTEXTUAL INFORMATION. *** From its beginnings in 1886 as Miss Harrison's Training School for kindergarten teachers, National Louis University has focused on a commitment to improving the lives of children, adults, and organizations. For example, NCE was instrumental in the founding of the PTA and later played a major role in launching the national Head Start program. The mission of National Louis University is to provide access to quality higher education that nurtures opportunity for students through innovative teaching, scholarship, community engagement, and service excellence. Central to this mission is a commitment to lifelong learning. As an independent, not-for-profit University that values teaching, NLU links tested theory and practice with the on-going experiences of its students. We have programs that are offered across a variety of preparation pathways including traditional, residency, and alternative routes. Building on its commitment to access, NLU has implemented a new Undergraduate College, in which the BA Elementary, Early Childhood and Special Education programs reside. The structure of the new college provides unparalleled wrap-around support for BA students and also fully incorporates a practice focused model for undergraduate teacher preparation. The undergraduate programs at NLU continue to implement its Adaptive Cycles of Teaching (ACT) model for teacher preparation. The goal of the ACT design is to improve the consistency and quality of teacher candidates' learning through their field experiences. The design utilizes a cloud-based mobile technology platform that incorporates modeling and guided practice to support teacher candidates in implementing core teaching practices with students in elementary classroom environments. Through the ACT model, teacher candidates engage in multiple cycles of teaching a core practice such as word study or shared reading. Each teaching cycle entails four steps: a) lesson planning; b) enacting the lesson while video recording; c) reflecting on the lesson video; and d) analyzing feedback from observers and student assessment data. For each lesson cycle, teacher candidates review and critique their own lesson videos using teaching performance templates, and they receive timely focused feedback from faculty and mentors. Teacher candidates also analyze student progress on formative assessments to inform the next lesson plan. This structure is intended to scaffold teacher candidates' learning across instructional domains and to promote habits of mind to continually learn from teaching (Hiebert, Morris, Berk, & Jansen, 2007). Data from the initial pilot suggests that we are on the right track with the design of this model: Teacher candidates are more prepared to implement core practices than teacher candidates who have not experienced the ACT model. The pilot data also directed us toward needed refinements. During the 2014-2015 academic year, the BA elementary education program developed the ACT model across subject matter methods courses (i.e., literacy, science, social studies, and math) and all field seminars (i.e., practica and student teaching). The model has helped to forge a strong collaboration among the faculty teaching these courses and to shift their classroom instructional focus to emphasize focused feedback and coaching around core teaching practices. This past year, MAT faculty piloted a practice centered model for teacher preparation focused on the practice of facilitating effective discussions. We simultaneously implemented a design-based research approach to studying our pilot so that we could continue to learn about and improve our efforts on a quarterly basis. Each quarter, interested faculty have come together to share artifacts of their implementation of the discussion practice, either through video or student learning artifacts, and collectively take stock on lessons learned, which inform the next set of faculty pilots. Our final "data step back" will occur in the summer months, and afford us an opportunity to take stock of candidate and faculty learning through this pilot and inform our improvement work moving forward. Our goal, by 2020, is to identify a set of core practices and develop related video observation protocols for each of them that will cut across all undergraduate and graduate programs, as well as across all preparation pathways. We will continue to elicit the input of key stakeholders such as school partners, university supervisors, and cooperating teachers in this effort. In 2017 and 2018, we received state approval for several new programs including an Early Childhood Education (ECE) Birth-Grade 2 Bachelor of Arts program, which will begin to enroll candidates in the summer of 2018. This new program offers candidates the opportunity to pursue their ECE degree fully online. This new program also aligns best practices in the field, including coursework leading to a "Gateways to Opportunity" state of Illinois ECE Credential, a new requirement put forth by the state, and continues to incorporate the ACT into its coursework. We also received approval for a new bilingual residency/early childhood program, which launched in the fall of 2017 in partnership with Chicago Public Schools (CPS), which has become a district partner over the last year. In the fall of 2018, working with CPS and the National Center for Teacher Residencies (NCTR) we will launch a new bilingual elementary residency model. We have continued our partnership with the Academy for Urban School Leadership (AUSL) to prepare selected urban teaching residents. In a second TQP grant received by the MAT AUSL/NLU teacher residency model, the focus is on strengthening preparation for teaching science in highneed settings. We have set the stage to launch a research study in the spring of 2018 that examines the impact of the science curriculum (which includes components of the ACT model) with a sample of ten program graduates. This investigation will help us explore the impact of the

residency structure and curriculum on graduates’ science teaching, as well as impact on student learning through an examination of student work samples across time.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification
