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National-Louis University
Alternative, IHE-based Program

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AY 2015-16

Institution Information

Name of Institution: National-Louis University
Institution/Program Type: Alternative, IHE-based
Academic Year: 2015-16
State: Illinois

Address: 122 Michigan Ave

Chicago, IL, 60603

Contact Name: Dr. Arlene Borthwick
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Early Childhood	No
Elementary Education	No
Secondary Education	No
Special Education	No
Total number of teacher preparation programs: 4	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Postgraduate

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:

During 2014-2015, letters of recommendation were submitted to the partner for review and candidate interview was with our partners and not by NLU.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

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.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2015-16

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2015-16

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

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

Other:	Data not reported	Data not reported
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What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.25

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.93

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and not an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2015-16:	70
Unduplicated number of males enrolled in 2015-16:	21
Unduplicated number of females enrolled in 2015-16:	49

2015-16	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	11
Race	
American Indian or Alaska Native:	0
Asian:	2
Black or African American:	24
Native Hawaiian or Other Pacific Islander:	0
White:	30
Two or more races:	2

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	40
Average number of clock hours required for student teaching	0
Average number of clock hours required for mentoring/induction support	120
Number of full-time equivalent faculty supervising clinical experience during this academic year	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	11
Number of students in supervised clinical experience during this academic year	31

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

Candidates spend two years as teachers of record in the alternative certification program. School site mentors provide supervision in addition to university supervisors making weekly visits.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	12

Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	4
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	12
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	4
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	

Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	

Specify:	
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Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2015-16: 16

2014-15: 15

2013-14: 11

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in mathematics in 2015-16?

No

How many prospective teachers did your program plan to add in mathematics in 2015-16?

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

No

How many prospective teachers did your program plan to add in mathematics in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

No

How many prospective teachers does your program plan to add in mathematics in 2017-18?

Provide any additional comments, exceptions and explanations below:

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in science in 2015-16?

No

How many prospective teachers did your program plan to add in science in 2015-16?

Did your program meet the goal for prospective teachers set in science in 2015-16?

NA

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

No

How many prospective teachers did your program plan to add in science in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

No

How many prospective teachers does your program plan to add in science in 2017-18?

Provide any additional comments, exceptions and explanations below:

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

25

Did your program meet the goal for prospective teachers set in special education in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

We continued to recruit to our new Special Education Alternative Teacher Licensure Program which has a two-year residency requirement, but did not meet our goal.

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

How many prospective teachers did your program plan to add in special education in 2016-17?

7

Provide any additional comments, exceptions and explanations below:

We did enroll a new group in Fall 2016 but have not enrolled additional candidates in Winter or Spring 2017.

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

No

How many prospective teachers does your program plan to add in special education in 2017-18?

Provide any additional comments, exceptions and explanations below:

We are not currently marketing the alternative licensure program in special education, so are not sure of enrollments for 2017-2018.

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Goal for 2015-2016 was listed as 0.

We had no new enrollments in Early Childhood and Elementary two-year alternative licensure programs in 2015-2016 which were designed to include ESL and/or Bilingual endorsements for all candidates.

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

10

Provide any additional comments, exceptions and explanations below:

However, we have had no new enrollments in Early Childhood and Elementary two-year alternative licensure programs in 2016-2017 which were designed to include ESL and/or Bilingual endorsements for all candidates.

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

Provide any additional comments, exceptions and explanations below:

We are not currently marketing the alternative licensure programs which include the ESL and/or Bilingual endorsements, so are not sure of enrollments for 2017-2018.

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

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

Yes

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

No

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

Yes

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

Yes

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

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

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Alternative programs enable individuals to obtain a Professional Educator License with Stipulations to be assigned to a position as "teacher of record" while completing graduate-level education credits toward achieving the Professional Educator License (PEL). NLU offered the first approved two-year residency alternative licensure programs in the state. Our approved alternative licensure programs include Early Childhood, Special Education, and Elementary Education. The alternative Early Childhood and Elementary Education (Grades 1-6) programs include an ESL/Bilingual endorsement.

A key component of NLU's alternative licensure program is graduated mentoring experiences that combine the best of evidence-based practices with field-tested practitioner expertise. In order to create a rich and supportive context for becoming a reflective practitioner in high needs environments, expert and peer mentors provide feedback to candidates through lesson plan analysis, live observation and critique, comments on video-taped classroom lessons, and lesson study. To remain in the program, candidates must continue in good academic standing with NLU and remain employed within a school district as the co-teacher (permitted in first year of residency only) or teacher of record. Candidates must also show progression in their teaching ability, as evidenced by feedback from mentors and assessors who observe and work with the candidate, along with feedback from the school principal.

Regarding the overall college structure for teacher preparation, NLU has a Teacher Preparation Leadership Team that meets twice a month to enhance communication among all the teacher preparation programs. The Teacher Preparation Advisory Board convenes twice a year with various stakeholders to share information and develop positions on issues affecting university instructors to the field practitioners. Implementation of these structures has helped to focus our attention on progress toward an intensive field and research model for all Teacher Preparation programs, changes in ISBE rules and regulations, and the new edTPA requirement. Mentors and Supervisors assigned to ATL candidates are required to attend quarterly mentor meetings facilitated by the director of the alternative program. During these meetings, Mentors and Supervisors receive training on edTPA and other targeted professional development pertinent to their job function with the University. Lastly, various courses throughout the ATL program prepare candidates for the edTPA. Faculty continually refine our courses based on candidate scores and identified needs for better preparation for high performance on this high stakes assessment nature of this assessment -- a requirement for licensure in Illinois which began in September 1, 2015.

Section III 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	12	263	12	100
188-APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2015-16	14	257	14	100
188-APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2014-15	12	267	12	100
104-APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2013-14	10	269	10	100
102-APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2013-14	1			
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	1			
TP001-ELEMENTARY LITERACY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP001-ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2015-16	1			
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson Other enrolled students	1			
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2015-16	4			
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2014-15	7			
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson	1			

All program completers, 2013-14				
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	53	268	53	100
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2015-16	13	263	13	100
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2014-15	2			
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2013-14	10	270	10	100
115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	1			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2014-15	1			
116-SCIENCE: PHYSICS Evaluation Systems group of Pearson Other enrolled students	1			
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson Other enrolled students	53	259	53	100
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2015-16	13	257	13	100
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2014-15	2			
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2013-14	10	267	10	100
TP012-SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	18	45	18	100

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	17	17	100
All program completers, 2014-15	12	12	100
All program completers, 2013-14	11	11	100

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

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.

Does your program prepare teachers to:

Yes

- use technology effectively to collect data to improve teaching and learning

Yes

- use technology effectively to manage data to improve teaching and learning

Yes

- use technology effectively to analyze data to improve teaching and learning

Yes

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.

1. PREPARING TEACHERS TO INTEGRATE TECHNOLOGY EFFECTIVELY INTO CURRICULA AND INSTRUCTION.

All teacher preparation programs assess how well candidates demonstrate their ability to use technology as they plan and implement lessons. In a survey of full-time faculty (N=24) who prepared teacher education candidates in 2015-2016, 92% of the faculty reported using technology in 80-100% of their classes. The most frequently-used technologies used in both instruction and assignments were Internet websites, PowerPoint, and D2L, an online course management tool. Teacher preparation programs collect, manage, and analyze the data in which candidates document their technology use within their electronic teaching portfolio and in specific course assignments. Previously, faculty in the Elementary Education program analyzed candidates' use of technology in the five areas of the program portfolio: Teaching and Students, Teaching and the Environment, Teaching and Instruction, Teaching and the Curriculum, and Teaching and the Profession. In analyzing the data, we learned that our candidates were effectively incorporating technology in classrooms. At that time, we found candidates in the suburban schools were using more innovative technology in the classroom than in our urban settings. This is a concern that the faculty continues to address. As a result of this concern, we seek to integrate new and innovative technology applications in our curriculum with the goal of having our candidates apply these teaching practices in their field experiences.

Modeling the effective use of technology by faculty is considered an important element of instruction in the college's teacher preparation courses. Such modeling, with its concomitant processing about effectiveness, provides our candidates a state-of-the-art view of what is possible in the classroom. The use of technology as an instructional support is viewed by faculty as support for traditional strategies as well as for alternative deliveries such as flipped classrooms and inquiry based learning.

Data collected in the 2015-2016 survey of faculty indicated that the following strategies were used across the teacher preparation curriculum:

* Video-conferencing for discussion groups and instructor-candidate editing sessions.

* Use of tablet technology for general education and special education students.

* Candidate access to selected videos for viewing and group/small-group discussions.

* Candidate presentations using PPT software

* Chat rooms for candidates' sharing of ideas and preparation of class projects.

At monthly National College of Education faculty meetings, Technology Committee members routinely present tips and strategies for effective use of applications for both instructional and instructional management purposes. In addition, many instructors in Teacher Preparation courses involve their candidates in educating their peers in tech-sharing portions of class.

2. PREPARING TEACHERS 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.

Impact on Student Learning

Each of our teacher preparation programs requires an assignment commonly referred to as the "Context of Learning," which begins with each candidate creating a unit plan that they are required to teach. Using the same website in which our students create their electronic portfolio, students are required to address five areas which include the demographics of the students and the context of the school in which the unit will be taught. The next is creating an assessment method such as a rubric designed to provide quantifiable data. Candidates are then required to analyze and report the findings in relation to student learning which is often done using tables or spreadsheets. Finally, the candidate is expected to provide a "thoughtful and thorough self-reflection" on their lesson and implications for future lessons.

3. PREPARING TEACHERS TO USE THE PRINCIPLES OF UNIVERSAL DESIGN FOR LEARNING.

The professional development and resources from a recent grant have continued to increase our faculty and candidates' awareness of the Universal Design for Learning (UDL) framework and Response to Intervention (RTI). Our computer labs are equipped with many popular pieces of software and hardware, such as Kurzweil, BoardMaker Plus, and JAWS. In addition, the Special Education program has redesigned their program to include instructional design principles such as UDL. This program also concentrated on candidate awareness of assistive technology applications and implementing effective, collaborative practices through the lens of universal design principles in order to provide a strong foundation for teaching. Special Education faculty, whose expertise in UDL typically surpasses that of their colleagues in other programs, collaborates with program faculty in Early Childhood, Elementary, Secondary, and Middle Grades to create assignments and assessments of assignments that acknowledge multiple learning modalities.

4. PLAN AND TIMELINE FOR FUTURE ACTIVITIES.

* edTPA Implementation: As part of the Illinois State Board of Education's decision to adopt the Teacher Performance Assessment, otherwise known as edTPA, our College has actively prepared our faculty and students for the Fall 2015 implementation deadline. This has included creating common assessments and online support resources from which all candidates can benefit. We are working closely with NLU's Learning & Information Technology Services (LITS) and Academic Technology Coordinator to assist candidates to obtain the skills to meet the requirement of video-recording as they teach in a P12 setting and compressing a selected portion of their video to upload with the edTPA portfolio. LITS has hosted workshops on video editing and file compression for faculty and candidates involved in edTPA pilots. During these workshops students have learned how to edit and compress video files using a number of different applications such as Windows Movie Maker, iMovie, and Panopto.

* In the effort to continue to move forward with the adoption of college wide integration of the ISTE NETS into the curriculum, the college's Assessment Committee and Academic Technology Committee have been working together to develop a college-wide Technology Assessment aligned to the ISTE Standards for Teachers, with

curriculum and technology-related assessments to the standards, with candidates in each program to submit portfolio artifacts as evidence of meeting the standards.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

National Louis University's mission and core belief is that all children can learn. In addition the Illinois State Board of Education requires all candidates to complete coursework in cross-categorical methods. 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 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 Universal Design for Learning (UDL), in order to become valuable members of the Individualized Education Program (IEP) team.

Through a variety of clinical experiences, exposure to current research in ESL/Bilingual Education, and an intensive two-year mentoring model, NLU strives to prepare every candidate for the diverse teaching environment in which they may be teaching. As mentioned above, National Louis University developed two alternative teacher licensure programs which emphasize ESL/Bilingual education. Teacher candidates in these programs will earn an ESL endorsement (and bilingual endorsement if they meet the language requirement) by completing six courses, including:

* CIL 500 – Foundations of ESL and Bilingual Education,

* CIL 505 – Methods and Materials for Teaching English as a Second Language,

* CIL 510 – Assessment of ESL and Bilingual Students, and

* CIL 531 – Cross Cultural Education.

Does your program prepare special education teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

National Louis University developed the first State approved two-year residency Alternative Teacher Licensure Program for Special Education. Prior to entering a school on a license with stipulations, teacher candidates enrolled in the Alternative Teacher Licensure Program in Special Education are required to complete 40 hours of clinical observation hours focusing within a special education context, including:

* 15 hours of guided observations for understanding of students with exceptional learning needs including but not limited to English Language Learners.

* 10 hours of guided observation for IEP development, lesson planning, adaptations and modifications.

This program couples contemporary research methods and intensive weekly mentor visits with teacher candidates in their classroom setting. SPE 502 Language Development and Challenges in Children and Adolescents, introduces candidates to the research based methods required to bolster language development in all children and adolescents, including English Language Learners.

All special education candidates complete a minimum of 100 pre-clinical hours. They are expected to visit various sites 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. While in the field, candidates are expected to visit settings at different education levels, from Kindergarten to Transition settings with students up to 21 years of age. They are also expected to gain experience with students in all categories of disabilities as identified by federal law. While completing various experiences, candidates are working with children of differing ethnicities. Candidate field experience logs track demographic information for the schools that candidates are visiting and working with; these logs are created through a LiveText web form where data is archived. The above requirements, in concert with other field and classroom work, allow our special education candidates to be valuable members of IEP teams and to work effectively with ESL students.

Section VII 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

NOTE: For Section I.e. Academic Major, only BA candidate information was entered. The NLU database does not record UG major for graduate candidates. *** NOTE: For Section I.f, completers are defined as those who completed program requirements qualifying them for licensure. *** The National College of Education (NCE) and the University that has grown up around it have remained true to their roots in progressive, constructivist educational principles and a mission oriented toward social justice. 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 and engagement in 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 in traditional manner as well as alternative licensure programs. *** Regarding the overall college structure for teacher preparation, NLU has created a Teacher Preparation Leadership Team and the Teacher Education Advisory Board to help improve communication across all the teacher preparation programs and with external stakeholders. Implementation of the new structure has helped to focus our attention on progress toward an intensive field and research model for all Teacher Preparation programs, changes in ISBE rules and regulations, and the new edTPA requirement.

Supporting Files

Complete Report Card

AY 2015-16

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