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National-Louis University
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AY 2015-16

Institution Information

Name of Institution: National-Louis University
Institution/Program Type: Traditional
Academic Year: 2015-16
State: Illinois

Address: 122 S Michigan Ave
Chicago, IL, 60603

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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>)

Yes

If yes, provide the following:

Award year: 2014

Grantee name: NLU, AUSL and Illinois Institute of Technology

Project name: SER: Science Excellence through Residency

Grant number: U336S140051

List partner districts/LEAs:
Chicago Public Schools

List other partners:

Project Type: Residency

Section I.a Program Information

List each teacher preparation program included in your traditional 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	Yes
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:

Junior year for undergraduate

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:

<http://www.nl.edu/academics/educationmastersteacherprep>

Please provide any additional comments about or exceptions to the admissions information provided above:

Fingerprint and background check required prior to clinical experiences for all candidates.

Copy of teaching certificate is required for NCE applicants seeking additional (subsequent) certification.

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?

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 Undergraduate 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	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	Data not reported	Data not reported

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

2.92

What is the minimum GPA required for completing the program?

2

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

3.83

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	Yes
Other	No	No

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

3.29

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

4

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:	980
Unduplicated number of males enrolled in 2015-16:	299
Unduplicated number of females enrolled in 2015-16:	681

2015-16	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	116
Race	
American Indian or Alaska Native:	0
Asian:	39
Black or African American:	114
Native Hawaiian or Other Pacific Islander:	2
White:	656
Two or more races:	15

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	85
Average number of clock hours required for student teaching	300
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	12
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	81
Number of students in supervised clinical experience during this academic year	332

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

The number of full-time equivalent faculty and adjunct faculty above represent unduplicated headcount of faculty involved in clinical supervision.

The number of students above represent unduplicated headcount of students involved in supervised clinical experiences. The supervised clinical experiences in AY 2015-2016 did not include any Practicum I courses. In the prior two academic years, some Practicum I courses were supervised; so there were significantly more students in supervised clinical experiences during those years.

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	0
Teacher Education - Special Education	23
Teacher Education - Early Childhood Education	15

Teacher Education - Elementary Education	147
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	110
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	28
Teacher Education - Foreign Language	2
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	15
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	6
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	13
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	1
Teacher Education - History	18
Teacher Education - Physics	3
Teacher Education - Spanish	5
Teacher Education - Speech	
Teacher Education - Geography	1
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Teacher Education - Environmental Science	1

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	23
Teacher Education - Early Childhood Education	15
Teacher Education - Elementary Education	147
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	110
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	2
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	15
Teacher Education - Music	

Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	1
Teacher Education - Social Science	6
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	13
Teacher Education - Chemistry	4
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	1
Teacher Education - History	18
Teacher Education - Physics	3
Teacher Education - Spanish	11
Teacher Education - Speech	
Teacher Education - Geography	1
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	
Other Specify:	

Section I.f Program Completers

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

2015-16: 295

2014-15: 345

2013-14: 285

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/oep/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?

Yes

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

15

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

Yes

Description of strategies used to achieve goal, if applicable:

We have been offering an M.Ed.in Mathematics Education for middle-grades educators.

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?

Yes

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

15

Provide any additional comments, exceptions and explanations below:

We have been offering an M.Ed.in Mathematics Education for middle-grades educators. However, state licensure rules have changed and we are now offering the middle-grades mathematics endorsement as part of an initial licensure program and a subsequent endorsement option. This may or may not impact total enrollment.

Academic year 2017-18

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

Yes

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

15

Provide any additional comments, exceptions and explanations below:

We will continue to offer the middle-grades mathematics endorsement as part of an initial licensure program and a subsequent endorsement option.

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/oep/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?

Yes

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

25

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

Yes

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:

Academic year 2016-17

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

Yes

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

18

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

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

Yes

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

20

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/oep/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?

60

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

Yes

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:

Some candidates for the LBS I endorsement are enrolled in an M.Ed. program that allows candidates to earn two endorsements as part of the degree. These candidates, though, are not earning initial licensure.

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?

45

Provide any additional comments, exceptions and explanations below:

Some candidates for the LBS I endorsement are enrolled in an M.Ed. program that allows candidates to earn two endorsements as part of the degree. These candidates, though, are not earning initial licensure.

Academic year 2017-18

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

Yes

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

45

Provide any additional comments, exceptions and explanations below:

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

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/oep/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?

Yes

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

135

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

Yes

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:

The majority of these candidates were enrolled in an M.Ed. that enables candidates to earn two endorsements as part of their degree work. These candidates are not enrolled in an initial licensure program.

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?

150

Provide any additional comments, exceptions and explanations below:

The majority of ESL candidates continue to be enrolled in an M.Ed. (Specialized Endorsement) that enables candidates to earn two endorsements as part of their degree work. These candidates are not enrolled in an initial licensure program. In terms of licensure programs there is an increase in the integration of coursework preparing teachers in instruction of limited English proficient students. Specific examples of this trend include the inclusion of ESL coursework as electives in the recently approved MAT Middle Grades Education Traditional Program.

Academic year 2017-18

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

Yes

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

160

Provide any additional comments, exceptions and explanations below:

We are currently working with Chicago Public Schools to establish a cohort for Bilingual initial teacher preparation candidates; these individuals have been working as para-professionals in the district.

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.

Yes

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.

Yes

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:

partners and assigned school officials.

Special Education candidates have two courses in reading and literacy and one math course focused on special needs students.

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	21	264	21	100
188-APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2015-16	25	261	25	100
188-APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2014-15	222	264	222	100
188-APT (ALL LEVELS) Evaluation Systems group of Pearson All program completers, 2013-14	1			
101-APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson All program completers, 2013-14	19	272	19	100
103-APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2013-14	88	272	88	100
104-APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2013-14	43	269	43	100
102-APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2013-14	121	272	121	100
TP014-EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2015-16	14	42	14	100
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	11	258	8	73
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	15	256	14	93
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	24	261	24	100
107-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	19	261	19	100
197-ELEM. EDUC. SUBTEST 1: LANGUAGE AND LITERACY Evaluation Systems group of Pearson Other enrolled students	13	247	12	92
198-ELEM. EDUC. SUBTEST 2: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	13	248	10	77
199-ELEM. EDUC. SUBTEST 3: SCIENCE/SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	13	266	13	100
200-ELEM. EDUC. SUBTEST 4: FINE ARTSPHYS.DEV.&HEALTH Evaluation Systems group of Pearson Other enrolled students	13	261	13	100
TP001-ELEMENTARY LITERACY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
TP001-ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2015-16	72	46	71	99
TP002-ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
TP002-ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	46	49	46	100

110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson Other enrolled students	135	268	132	98
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2015-16	147	268	147	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2014-15	114	269	114	100
110-ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2013-14	122	269	122	100
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	54	266	54	100
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	31	267	31	100
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	26	272	26	100
111-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	26	271	26	100
126-FOREIGN LANGUAGE: CHINESE (MANDARIN) Evaluation Systems group of Pearson Other enrolled students	10	293	10	100
126-FOREIGN LANGUAGE: CHINESE (MANDARIN) Evaluation Systems group of Pearson All program completers, 2013-14	2			
127-FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
127-FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson Other enrolled students	8			
127-FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2015-16	1			
127-FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2014-15	2			
127-FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2013-14	1			
128-FOREIGN LANGUAGE: GERMAN Evaluation Systems group of Pearson Other enrolled students	3			
128-FOREIGN LANGUAGE: GERMAN Evaluation Systems group of Pearson All program completers, 2015-16	1			
128-FOREIGN LANGUAGE: GERMAN Evaluation Systems group of Pearson All program completers, 2013-14	4			
130-FOREIGN LANGUAGE: ITALIAN Evaluation Systems group of Pearson All program completers, 2015-16	1			
133-FOREIGN LANGUAGE: LATIN Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
133-FOREIGN LANGUAGE: LATIN Evaluation Systems group of Pearson Other enrolled students	2			
133-FOREIGN LANGUAGE: LATIN Evaluation Systems group of Pearson All program completers, 2014-15	2			

135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson Other enrolled students	17	272	17	100
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	10	282	10	100
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2014-15	11	279	11	100
135-FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2013-14	8			
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	44	267	43	98
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2015-16	22	267	22	100
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2014-15	54	269	54	100
155-LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2013-14	30	266	30	100
115-MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
115-MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	31	258	31	100
115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	15	267	15	100
115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	10	270	10	100
115-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	19	267	19	100
TP018-MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	9			
TP019-MIDDLE CHILDHOOD HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	1			
TP016-MIDDLE CHILDHOOD MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	5			
TP017-MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
TP017-MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	5			
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson Other enrolled students	27	262	26	96
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	13	269	13	100
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	15	265	15	100
105-SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2013-14	12	264	12	100

106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	8			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	4			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2014-15	3			
106-SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2013-14	12	262	12	100
108-SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson Other enrolled students	2			
108-SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
108-SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	3			
112-SCIENCE: ENVIRONMENTAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	2			
112-SCIENCE: ENVIRONMENTAL SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	2			
112-SCIENCE: ENVIRONMENTAL SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	2			
116-SCIENCE: PHYSICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
116-SCIENCE: PHYSICS Evaluation Systems group of Pearson Other enrolled students	6			
116-SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2015-16	2			
116-SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2014-15	3			
116-SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2013-14	6			
TP003-SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
TP003-SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	23	48	23	100
TP004-SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP004-SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	22	46	22	100
TP005-SECONDARY MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
TP005-SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	12	42	12	100
TP006-SECONDARY SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
TP006-SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	15	46	15	100

121-SOC.SCI: SOCIOLOGY AND ANTHROPOLOGY Evaluation Systems group of Pearson Other enrolled students	3			
121-SOC.SCI: SOCIOLOGY AND ANTHROPOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	1			
121-SOC.SCI: SOCIOLOGY AND ANTHROPOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	4			
121-SOC.SCI: SOCIOLOGY AND ANTHROPOLOGY Evaluation Systems group of Pearson All program completers, 2013-14	4			
109-SOCIAL SCIENCE: ECONOMICS Evaluation Systems group of Pearson Other enrolled students	7			
109-SOCIAL SCIENCE: ECONOMICS Evaluation Systems group of Pearson All program completers, 2015-16	1			
109-SOCIAL SCIENCE: ECONOMICS Evaluation Systems group of Pearson All program completers, 2014-15	1			
109-SOCIAL SCIENCE: ECONOMICS Evaluation Systems group of Pearson All program completers, 2013-14	2			
113-SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson Other enrolled students	1			
113-SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2015-16	1			
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	32	267	32	100
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2015-16	18	267	18	100
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2014-15	19	268	19	100
114-SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2013-14	17	267	17	100
117-SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	5			
117-SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	6			
117-SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	2			
117-SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	4			
118-SOCIAL SCIENCE: PSYCHOLOGY Evaluation Systems group of Pearson Other enrolled students	3			
118-SOCIAL SCIENCE: PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	3			
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson Other enrolled students	39	257	34	87
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2015-16	22	260	22	100
163-SPECIAL ED. GENERAL CURRICULUM TEST Evaluation Systems group of Pearson All program completers, 2014-15	54	260	54	100

TP012-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	30	43	30	100
TP012-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	20	46	20	100
TP020-WORLD LANGUAGE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
TP020-WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2015-16	13	41	13	100

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	293	290	99
All program completers, 2014-15	280	280	100
All program completers, 2013-14	273	273	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:

- integrate technology effectively into curricula and instruction
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.

* 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

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 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 a new version of the standards to be released at the ISTE Conference in June 2017. The committees will work with teacher preparation programs to align their 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 cooperating teachers/mentor teachers in the field. The Office of Field Experience collects data from the student field experience logs that tracks demographic information for schools that candidates are visiting and working with. 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 the Individualized Education Program (IEP) Team. 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).

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.

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 doing this, 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 card. 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.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. *** ADDITIONAL CONTEXTUAL INFORMATION. *** *** 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. *** In October 2014, we received state approval of a new Elementary Education Grades 1-6 program which began to enroll candidates in Spring 2016; this new program addresses state-level changes in grade levels for elementary education endorsements. As we prepared for the consequential Illinois State licensure requirement of the edTPA (September 1, 2015), an edTPA Task Force was created to design common supports for all Teacher Preparation candidates. This support includes scaffolded assignments in each program that give candidates practice with the edTPA tasks of Planning, Instruction and Assessment. Our university supervisors are supporting candidates in the field with observational tools and questions aligned with the edTPA. Faculty in the School of Teacher Preparation as well as the Reading and Language faculty have gone through local evaluation training to develop a deeper understanding of the edTPA tasks and rubrics. *** National College of Education at NLU continues to develop and implement its Adaptive Cycles of Teaching (ACT) model for teacher preparation at the bachelors level of early childhood, elementary, and special education. 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 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). The model has helped to forge a strong collaboration among the faculty teaching content methods courses and to shift their classroom instructional focus to emphasize focused feedback and coaching around core teaching practices. *** We have continued our partnership with the Academy for Urban School Leadership to certify selected urban teaching residents. In a TQP grant received by the AUSL/NLU teacher residency program, the focus is on strengthening preparation for teaching science in high need settings. The five year grant aims to: 1) bring NLU's new Active Cycles of Teaching (ACT) teacher preparation curriculum to science; 2) have all AUSL training academies be prepared for the implementation of Next Generation Science Standards (NGSS); and 3) strengthen the AUSL science curriculum through connections to community and careers.

Supporting Files

Complete Report Card

AY 2015-16



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