



NATIONAL COLLEGE OF EDUCATION

National Louis University

LEADERSHIP MATTERS

From 2015-18, more than 600 individuals received M.Ed., Ed.S. or EdD. degrees in educational leadership, preparing them as principals, superintendents, and other school, district and non-profit education leaders. Robert Muller, Ed.D., Dean of the College, describes that impact in terms of the PK-12 student's experience within the school at large, the community, and beyond.

"When we think about our mission as a College, NCE faculty like to say: Every student deserves a great teacher - and every teacher deserves a great principal. We know that school leaders today need to be equipped to manage extreme complexity in low-resource settings. Leaders need to give shape and voice to institutions that will help each individual student succeed, regardless of background."

The National College of Education leadership story originates with the vision of founder Elizabeth Harrison, who established the institution in 1886 to introduce the Kindergarten Movement to Chicago, to prepare student-centered early-childhood teachers, and to equip teachers and other leaders with the knowledge and capacities to create stimulating classrooms and schools that promote success by all students. From its origins, NLU's National College of Education has sustained a reputation for a notably strong culture of commitment to PreK-12 students among the program candidates and alumni prepared in the College's teacher preparation and advanced professional programs.

When National Louis University hit Money Magazine's 2016 national list of "10 Colleges Whose Graduates Say They Make the World a Better Place", the NLU community responded to the recognition with pride, but certainly not surprise. Within NLU's National College of Education, graduate students, alumni, and faculty have long understood the benefits of purpose-driven lives and education careers that positively impact the lives of students. Each year, NLU's graduating class joins a community of 65,000 living alumni, including educators and leaders who understand that working for student success is both a career and a calling. In no place may this be more evident than in NCE's Educational Leadership programs where graduate students are prepared to have a positive influence on the schools, district, state and national levels.

A fresh observer encountering NCE Educational Leadership Studies for the first time meets university faculty with prior PreK-12 school experience, graduate students who are current educators aspiring to improve schooling as they advance their careers, and alumni who frequently express a need to stay connected to the NLU learning community after they graduate and advance to new responsibilities.

The visitor hears NCE faculty discussions focused not only on supporting their graduate students, but also on improving learning conditions for the students and teachers in PreK-12 schools where NCE program candidates work. NCE faculty talk constantly about high-leverage teaching practices, reading and literacy strategies in multi-lingual schools, and change-leadership approaches to foster healthy and productive school learning cultures. The NCE learning community thrives on daily conversation about schools and learning, in the forms of faculty meetings, panel discussions, school-based professional development sessions, connection events, and video-teleconferenced doctoral research symposiums.

At the University's recent Fall 2019 Connection convening NLU's geographically dispersed faculty at the beginning of the school year, NCE's faculty demonstrated their close community relationship to PreK-12 schooling by hearing about current school realities from leaders who include NLU alumni with Educational Leadership doctorates and leaders from NCE's district partners. This year NCE faculty heard from Aldo Calderin, Principal of Unity Junior High School in Cicero, Illinois, which has more than 2,600 students and 766 teachers; Chimille Dillard, Director of Curriculum & Instruction at New Trier High School, Winnetka Campus; Jean Sack, Supportive Schools Manager for Chicago Public Schools; and John Price, Superintendent of North Chicago District 187.

NCE's leadership culture centers around five thematic threads – developing fully prepared leaders, improving schools through culturally proficient leadership, transforming teaching through high-leverage research, working collaboratively on applied school leadership, and leading through coaching and mentoring – defining the key distinctions in the College's Educational Leadership Studies and illustrating "the NCE difference" embedded in the College's leadership development culture.

THE MAKING OF AN EDUCATIONAL LEADER

Both current educational research and new national leadership standards provide fresh insights that help us answer the question: what makes an effective educational leader? How can we best prepare future leaders? The range of answers voiced by National College of Education faculty reflects their commitment to producing educational leaders dedicated to student achievement, teacher development, and community engagement. Faculty describe the effective school leader as someone

who develops “excellent instructional coaches,” “someone who blends a practitioner’s perspective with research and theory,” “someone who welcomes dissenting energy,” and “a builder of authentic community partnerships” that benefit both the school and its external stakeholders.

Faculty also underscore the value of a leader’s cultural proficiency, commitment to differentiated learning, ability to connect with families and determination to advocate for their students and teachers in the broader social and political contexts. Education is consistently cited as an “equalizing factor,” giving principals and other school system leaders a real opportunity to advance critical issues around equity for individual students, families and the broader community.

Perhaps Stuart I. Carrier, Associate Professor and Director of NCE’s Educational Leadership Studies Program, best described the professional dispositions and intangible qualities sought, saying an effective leader is “relentlessly positive, with the tenacity to experience setbacks and keep proceeding.” These are not just musings of the College’s full time and adjunct faculty but the core tenets of the NCE’s approach to leadership development. NCE’s leadership programs present project-based assignments that challenge degree candidates to think from a school-leader perspective and to apply their graduate course content in customized projects intended to add meaningful value to their schools right now. NCE graduates continue to positively impact classrooms, schools and districts, at the local, state and national levels. The College confers almost 500 Masters’ degrees in educational leadership and over 100 doctorates, with a strong track record of placements at the local level. In fact, of the 646 schools in the Chicago Public School district, at last count 131 are led by principals who earned their graduate degrees at NCE.

IMPROVING SCHOOLS THROUGH CULTURALLY PROFICIENT LEADERSHIP

“Without the preparation I received at NCE I would not be able to be as effective as I am today. My coursework opened my mind and my professors gave me a new mindset. I became a better leader because I understood that subject more deeply and knew how to build research into decision making.”

The National College of Education understands that every school is unique in the student body’s demographic makeup, characteristics of the faculty and staff, as well as political and cultural influences, parents, nonprofit business partners and communities. NCE’s Educational Leadership programs emphasize the critical leadership importance of these contextual factors as well as the need for cultural proficiency to emanate from the leadership and permeate the school culture, establishing an emotionally and physically safe, secure school environment for all students, conveying the aspiration and expectation that no student will be marginalized.

Doctoral candidates in Educational Leadership are encouraged to identify an authentic, localized problem of practice and define their own research questions, relevant to their current work and their career aspirations, in the program’s earliest courses. The program encourages deep study of PreK-12 students, faculty, curricula, culture, and policy contexts of their unique doctoral inquiries, which are shared with the professional community beyond NLU through posting of doctoral dissertations in NLU’s Digital Commons.

NCE also ensures that coursework fits within a broader, sociological framework and, because of partnerships with city and state organizations, features customized alignment with particular local contexts. Bringing a context-specific and learner-focused approach is considered a cornerstone of the College's approach to creating culturally competent leaders who understand how to influence students, lead a school and engage a community. "Students consistently tell us that work is fully tailored, and they feel ready to make a difference immediately," shared Renee Gugel, Ed.D., Assistant Professor of Education and Teacher Leadership Program Chair.

Customizing the program, curriculum and leadership preparation to the local community has been fostered by NCE's commitment to deep relationships with local school leaders. Faculty member Harrington Gibson, Ed.D., Associate Professor, Educational Leadership and the Director for Doctoral Program in Educational Leadership, noted that these partnerships with local school systems allow NCE to produce leaders who "have the ability to understand effective teaching and learning in the broader context and landscape – community dynamics, social lens, political environment."

Guillermo Montes de Oca, Ed.D., Director of the Office of Local School Council Relations in Chicago Public Schools, wanted to focus his doctoral research and studies on parental engagement and strategies for involving the broader community in school improvement plans. He found NCE to be the perfect place to allow him to acquire the necessary skills because the coursework and professors were committed to context-specific learning. Understanding that Chicago Public Schools, the third largest school district in the country, has unique challenges and opportunities, he framed his doctoral research within the sociological context. A critical part of his success was guiding 6,000 members of Local School Councils, the core of the 1988 Chicago School Reform Act, to improve academic achievement, across 513 schools each year. Of his time at the College, Dr. Montes de Oca says, "Without the preparation I received at NCE I would not be able to be as effective as I am today. My coursework opened my mind and my professors gave me a new mindset. I became a better leader because I understood that subject more deeply and knew how to build research into decision making."

SELECTED NCE EDUCATIONAL LEADERSHIP DOCTORAL DISSERTATION TITLES

An Evaluation of the New Teacher Mentoring And Induction Program At A Title One Elementary School, Tamara Baker-Drayton, Ed.D.

How Principals' Understanding of Best Practices in Professional Development Impacts Teacher Pedagogy, Brian Metcalf, Ed.D.

Narrowing Attainment and Achievement Gaps of High School African American and Hispanic Studies: a Policy Advocacy Document, Limaris Pueyo, Ed.D.

Embedding Diversity into The Curriculum: Facilitating Challenging Conversations, Chimille E. Dillard, Ed.D.

Improving Progress Structures to Impact Student Achievement at an Elementary School, Kimberly Harper-Young, Ed.D.

Exploring the Effects of the Second Step-Resilient Kids Program on the Academic Achievement of Traumatized Students, Mary J. Bowie, Ed.D.

Teachers' Perceptions on Professional Learning: a Mixed Method Program Evaluation in a Middle School Setting, Emily Clement, Ed.D.

Advocating for Standards-Based Grading in a Suburban School District: a Policy Advocacy Document, Cody Huisman, Ed.D.

Applying Social Return on Investment Analysis to a Large Central Florida County Public School District, David F. Lewis, Ed.D.

LEADERS IN EDUCATION

Enrollment in Educational Leadership Studies	- NCE offers four 10-week academic terms per year with more than 90 Leadership Studies course sections per term. Average class size in NCE's Chicagoland Educational Leadership courses is 14.95 - NCE's most popular Leadership Studies delivery model is the Executive Blended weekend model with one weekend meeting per month and online interactions between weekend sessions. - NCE offers the Executive Blended weekend model through its Chicagoland campus and in selected Florida locations. - NCE also offers online courses in Educational Leadership and Teacher Leadership. - Request more information on Leadership Studies options at www.nl.edu
Leadership Degrees and Credentials Conferred	- From 2015 through 2018, NCE conferred more than 600 graduate degrees with majors in Educational Leadership: 490 Master of Education (M.Ed.) and Educational Specialist (Ed.S.) degrees 117 Ed.D. (doctoral) degrees - In the M.Ed. and Ed.S. program in Educational Leadership, NCE offers a state credentials track leading to the Illinois Principal Endorsement or Florida Educational Leadership Certification for qualified candidates. - In the Ed.D doctoral program, NCE offers a District-level Leadership major leading to the Illinois Superintendent Endorsement for qualified candidates. - NCE also offers an M.Ed./Ed.S. General Educational Leadership track for professionals interested in a graduate-level leadership credential for professionals in organizations with missions related to teaching-and-learning, training, or educational support. - NCE offers Ed.D. degree majors in: (1) Leadership for Learning and Organizational Development or (2) Postsecondary Teaching and Instructional Leadership.
Leadership Studies Faculty	NCE supports the following Leadership Studies faculty: 8 full-time Educational Leadership (EDL) faculty 2 full-time Teacher Leadership (LDR) faculty 9 adjunct faculty in Leadership Studies content specialization courses (Subject Matter Experts in Leadership) 3 Doctoral Internship Supervisors (with school district officer experience) 5 M.Ed./Ed.S. Internship Supervisors (current or retired school or district-level officers)
Faculty Diversity	Leadership Studies faculty diversity characteristics: - Full-time faculty 20% minority full-time faculty 60% female full-time faculty - Adjunct faculty 16% minority adjunct faculty 67% female adjunct faculty
Faculty Expertise related to school	NCE faculty experience in PreK-12 positions and engagement: 5 out of 8 NCE Educational Leadership full-time faculty have held school or district leadership roles

and district-level leadership	• 8 out of 8 NCE Educational Leadership full-time faculty have PreK-12 experience in teaching or conducting research in public schools. • NCE full-time faculty have held the following leadership positions in public school and charter school systems: - o Superintendent - o Deputy Superintendent for Curriculum - o Assistant Superintendent for Teaching & Learning - o Assistant Superintendent for Government Relations - o Director of Special Education - o Director of Student Services - o Director of School Quality - o Director of School Leadership - o High School Principal - o Elementary School Principal - o Associate Principal for Curriculum - o Department Chair
Faculty Research in Educational Leadership Studies	A sample of scholarly work by NCE Leadership Studies faculty: • Covay Minor, E., and Gibson, H.V. (2019). Developing an Effective Chicago Public Schools Principal Cohort Program. AERA presentation and NCE Research Residency. • McDaniel-Hall, Gloria. (2019) Changing the System's Norms for the Success of New Teachers. Presentation at the Association of Teacher Educators (ATE). • Carrier, S.I. (July 2019). The expanding universe of educational leadership standards: cross-walking the 2015 PSEL standards and 2018 ISTE standards. Bulletin of the Florida Association of School Administrators. • Burg, C.A.; Carrier, S.I.; Buckman, D.C.; & Schott, J. (2019). Leadership dispositions for effective principal preparation in chronically low-performing schools. AERA presentation and NCE Research Residency.
NCE Faculty Awards and Honors in Leadership Studies	• Early in his professional career, Dr. Harrington Gibson was recognized as a Golden Apple Scholar and as a member of the Harvard Leadership Development Initiative. • NCE Associate Professor Karen Tardrew received NLU's 2019 Service Excellence award for her leadership of the International Visual Literacy Association (IVLA) and work leading to NLU co-hosting IVLA's 2019 international conference in Chicago. • As an internationally recognized scholar in community schooling, NCE Professor Emeritus Carlos Azcoitia had a street named in his honor in the Chicago school community where he served as Principal. • NCE Professor Emeritus Jim Schott was recently inducted into the Orange County (Florida) Public Schools Hall of Fame for his 13-years of service as Superintendent of the district.
Faculty Thought Leadership	• NCE Assistant Professor Gloria McDaniel-Hall pursues research interests in Coaching and Leadership Development, The Principalship, and New Teacher and Leader Induction. She also serves as a coach and mentor of new Chicago Public Schools principals in work with Dr. Harrington Gibson that is underwritten by the Fry Foundation. • NCE Associate Professor Geri Chesner has served as NCE Director of Assessment and has led studies of assessment reliability and validity in NCE's candidacy for accreditation by the Council for the Accreditation of Educator Preparation (CAEP). She has also served as a curriculum designer for NCE's new online course work in Teacher Leadership.

	• NCE Assistant Professor Renee Gugel serves as Program Chair of Teacher Leadership for NCE and has been instrumental in the formation of a Teacher Leadership consortium of Chicago area colleges of education offering teacher-leader programs. • NCE Assistant Professor Jim Fitzpatrick serves as Co-chair of the National College of Education Faculty and as a Senator in the NLU Faculty Senate. Dr. Fitzpatrick also supervises numerous graduate student internships in NLU's programs leading to the Illinois Principal and Superintendent Endorsements. • NCE Assistant Professor Christine Nelson is Co-chair of the National College of Education Faculty and serves as an internal consultant to NCE's Special Education programs in the areas of Special Ed Law and the Director of Special Ed state endorsement.
Doctoral Candidates' Thought Leadership	A Sample of Leadership Studies doctoral dissertations: • How Principals' Understanding of Best Practices in Professional Development Impacts Teacher Pedagogy (Brian Metcalf, Ed.D.) • Improving Progress Structures to Impact Student Achievement at an Elementary School (Kimberly Harper-Young, Ed.D.) • Exploring the Effects of the Second Step-Resilient Kids Program on the Academic Achievement of Traumatized Students (Mary J. Bowie, Ed.D.) • Applying Social Return on Investment Analysis to a Large Central Florida County Public School District (David F. Lewis, Ed.D.)
Reach	• Of the 646 Chicago Public Schools, 131 are led by NLU Educational Leadership alumni.
Rank, <i>Money</i> magazine	• NLU appears on Money Magazine's 2016 national list of "10 Colleges Whose Graduates Say They Make the World a Better Place."
Rank, <i>U.S. News & World Report</i>	• NLU ranks #20 in the nation for awarding master's degrees in education to minority candidates
Rank, <i>U.S. News & World Report</i>	• NLU ranks among the Top 25 most diverse national universities.

TRANSFORMING SCHOOLS THROUGH HIGH-LEVERAGE RESEARCH

"The faculty modeled what they taught - and if you want to be truly transformational you need to learn from professors who are in the positions to which you aspire."

The College's curriculum, instruction and individualized approach is centered on the goals of developing "leaders ready to lead on day one." Dr. Gibson attests to how this commitment is manifest in NCE's curriculum, mentorship and student cohort models noting, "We don't design programs without practical, real world knowledge. This commitment to experiential learning extends beyond the program, with a research skill set that is designed to be used." In fact, there is dissertation-related work in every class, an intentional design feature of the curriculum that enables students to have a completed dissertation within three years. Courses often pair a research-focused expert in education theory with a seasoned practitioner, giving students the opportunity to put their classroom learning to use right away in their careers.

Alumnus Donald Angelaccio, Ed. D., Superintendent of Prospect Heights School District 23 describes the “research-based theory from leading authorities paired with reflective and mindful practices modeled by practitioners” as a core part of his leadership training, “using the skills and tools from my National Louis University training every day.” Marcus Campbell, Ed. D., a graduate of the College’s doctoral program and Assistant Superintendent/ Principal of Evanston High School echoes the sentiment. He cites the value of professors with firsthand knowledge working alongside leading academics, noting “the faculty modeled what they taught - and if you want to be truly transformational you need to learn from professors who are in the positions to which you aspire.” He credits this approach for guiding his work in bringing in a more equitable system for giving Honors credits for coursework at his school, a system that had previously disadvantaged students of color in a rigid tracking system that determined a student’s high school academic career by seventh grade, with no allowance for improved student performance. Thanks to his rigorous studies at NCE, he was able to initiate a research-based theory of change that held students, teachers and administrators accountable to a higher standard of achievement.

Research – and the ability to consume, analyze, contest and utilize data – was a common theme among NCE alumni when describing their education and development as leaders. This was particularly resonant among graduates who work in complex school systems, with ever-changing standards and demanding stakeholders. Alumna Anna Alvarado, Ed.D., credits NCE’s research-focus in the local context, and how leaders inspire and influence others to her success, particularly because she had the “ability to engage in research that directly impacted my leadership work as Chief of Schools and Deputy Chief of Teaching and Learning in Chicago Public Schools. The courses in the doctoral program deepened by knowledge on adaptive leadership that is critical to empowering the principals that I supervise.” NCE Associate Professor Beth Minor contributes her background in working with district and state-level data sets to providing complex technical support to NCE doctoral candidates’ research designs and methodology decisions so that their dissertations contribute meaningfully to the body of applied research literature in Educational Leadership.

NCE COMMUNITY LEARNING: FRIENDS, COLLEAGUES AND ADVISORS

When considering their academic careers, most alumni are quick to recall deep and lasting friendships. At NCE, those relationships go a step further, with members of academic cohorts developing professional alliances that allow friends to grow into colleagues and advisors. Frequent class discussions, discussion boards and coursework rooted in experience allows students to openly share challenges, pose questions and know they have a team of champions behind them throughout their career.

Students and alumni are both diverse and successful. NLU ranks among the top 25 most diverse national universities (US News & World Report) and 20th in the nation for awarding master’s degrees in education to minority candidates and 46th in the national for doctoral degrees. NCE boasts 76 alumni honored by the Golden Apple Foundations of Chicago and Rockford, a highly coveted education honor in the state of Illinois, an honor received by more NCE graduates than any other school of education in the state.

Faculty member Carla Sparks, Ed.D., Assistant Professor at the Tampa, Florida campus credits NCE's "philosophy of education that is academically rigorous with relationship-based cohort model for support, practicality of application and continued guidance through the career" as something that sets NCE, and its graduates apart. Carlos Azcoitia, Ed.D., a 34-year veteran of the Chicago Public School system and an NLU Professor Emeritus, similarly notes that the College's approach is indeed unique, "combining academics with career goals to develop deep relationships that are both personal and professional." The cohort structure at NCE allows leadership candidates to learn from a wide array of professors and practitioners, and fellow students. Dr. Azcoitia believe this results in "leaders who are authentic and mission focused, continually seeking to balance the development of internal dispositions with external requirements."

This commitment to a holistic approach to leadership is reflected in measures of leadership candidate satisfaction. NCE's candidates for advanced degrees in Educational Leadership consistently give the College high marks in their biennial surveys, with superior marks for quality of instruction, preparation for chosen profession and overall satisfaction with their experience. NCE leadership stays in close touch with current graduate students, alumni, and school leaders in continuous program improvement cycles that keep the programs attuned to the realities of school environments.

LEADING THROUGH COACHING AND MENTORSHIP

NCE's track record of success in leadership development has been noticed. In addition to its current partnerships with the Chicago Leadership Collaborative and the Chicago Principal Partnership's Partners Pipeline Council, NCE was recently asked to develop a coaching and mentorship model to ensure better support systems for principals in urban school settings. Retaining high quality principals, and developing those with significant leadership potential, is a key focus for many school systems. Research consistently illustrates the vital role a principal can play in student success, teacher training and community engagement.

NCE met the challenge, again, developing and launching a mentoring program led by Harrington Gibson, Ed.D. and Gloria McDaniel-Hall, Ed.D., professors focused on blending research and pedagogy with real world application for today's schools. By aligning closely with the school system's mission of "supporting and empowering educators," Gibson and McDaniel developed a program that enable coaches to work with acting principals on solving specific problems. Together with coaches, principals were able to set data-informed goals and benchmarks for their schools and develop school improvement plans.

READY FOR TODAY'S CHALLENGES AND TOMORROW'S OPPORTUNITIES

The National College of Education develops educational leaders who are ready, on day one, to inspire, lead and transform, in the classroom, school, community and beyond. Since its founding, the College

thrives as a unique professional community that applies its long-time legacy of educator-preparation to the complex contemporary mission of developing passionate, resilient, and inspiring leaders for schools.

NCE succeeds in developing high-performing educational leaders through the College's combination of deep faculty experience in schools, profound knowledge of effective research-based leadership practices, and insight into the key dispositions and attitudes displayed by inspired and resilient school leaders. The National College of Education serves aspiring educational leaders as a professional learning community advocating for all learners, in schools, and the broader community. In departing after an immersive visit with NCE faculty and alumni, the visiting observer leaves with an impression that NCE pursues its leadership development mission with passion and focus on Dean Robert Muller's leadership vision of providing teachers with great principals. Perhaps the NCE difference is best summarized by alumnus Marcus Campbell as he navigates his role as high school Principal and Assistant Superintendent who credits NCE's leadership programs with guiding him with "principles to live by every day."

DEGREES AND ENDORSEMENTS

GRADUATE

Teacher Leadership

- Teacher Leader

Educational Leadership

- Illinois Principal Endorsement
- Florida Educational Leadership Certificate
- Leadership in Education

DOCTORAL

Educational Leadership

- Leadership of Learning and Organizational Development
- Illinois Superintendent's Endorsement

