



# 2004 NCATE Annual Report (Part C of the AACTE Annual Report)

## Section 1 - Institutional Information:



<b>Institution:</b>	<b>University of Saint Francis</b>
<b>Unit:</b>	<b>Department of Education</b>
<b>Next Accreditation Visit:</b>	<b>F09</b>
<b>Last Accreditation Visit</b>	<b>S03</b>
<b>Deadline to Submit Final</b>	<b>11/18/05</b>
<b>Version of Part C:</b>	

## Section 2 - Individual Contact Information



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## Section 3 - NCATE Standards Categories & Weaknesses Section



### Section A. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

**Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:**

During the 2004-05 academic year, the Department faculty reviewed the Conceptual Framework to ensure that it continued to provide the direction for the University of Saint Francis (USF) Teacher Education Programs in all aspects related to the unit's efforts in preparing educators to work effectively with P-12 students. In addition to this review, the Department developed candidate outcomes for each component within the Conceptual Framework. Next, the Department began work on the development of candidate impact on P-12 student learning. The work on P-12 student learning outcomes will continue during then Fall 2005 semester.

**Conceptual framework Areas for Improvement cited as a result of the last NCATE review:**

None cited

### Section B. Candidate Performance

#### ***Standard 1. Candidate Knowledge, Skills, and Dispositions***

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

**Please describe the unit's plans for and progress in meeting this standard.**

In December 2004, two new programs were approved by the University of Saint Francis and the Indiana Division of Professional Standards [IDPS]. These programs include Intense Intervention (graduate program only) and Secondary Mathematics/Mild Intervention (undergraduate program only). In addition, two new developmental levels of licensure were approved by the IDPS; Pre-K – Exceptional Needs [Graduate only] and Middle School for existing Secondary Education Programs not having a middle school component. The Department

reviewed the practica and student teaching experiences required throughout the Teacher Education Program and concluded that necessary experience at the middle school level can be incorporated within the existing field experiences.

The Department completed a comprehensive review of the professional education curriculum for all programs. A course guide template was developed and faculty teaching each of the courses within professional education were requested to do the following: to identify the essential elements of knowledge and skills, to state the instructional level, and indicate the assessment method employed within each course. The course guide information will be used to revise the existing scope and sequence charts.

In addition to the outcomes developed and included in the Conceptual Framework (noted under Conceptual Framework section of this report), the Department reviewed the assessment methods used to provide evidence of performance employed for each course in relation to IDPS Standards' knowledge and skills. As part of the evidence of assessment review, faculty members selected signature products for identified courses (per the UAS directed data that is collected, aggregated, and analyzed) which will become required portfolio artifacts for Teacher Education candidates. The required signature products will bring a needed consistency with added reliability to the portfolio which serves as a comprehensive performance assessment of candidates.

**Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:**

None cited

**Please indicate how the unit has addressed these Areas for Improvement (Optional).  
Standard 2. Assessment System and Unit Evaluation.**

The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

**Please describe the unit's plans for and progress in meeting this standard.**

**Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:**

***The unit assessment system lacks a structure to ensure the systematic collection, aggregation, and analysis of data for program evaluation and improvement.***

The Department continues to refine the UAS structure entitled NCATE/IDPS Evidence to Support Continuing Accreditation, aka – “Back of the Door Chart”. This structure demonstrates the systematic collection, aggregation, and analysis of data. The analysis is used to evaluate each program and the overall Department. Finally, recommendations are considered and implemented to improve the effectiveness of the Teacher Education Program. The system is designed using the indicators within each of the NCATE Standards. For each indicator, the Department identified the following: (e.g., the Praxis I summaries),

the person responsible to collect, aggregate, analyze and make recommendations, the due dates for collection, aggregation, and analysis, and the implementation date for the source. In addition, the system includes a tracking timeline beginning with 2003 and continuing to 2009 for each task, collection, aggregation, and analysis. The 2003 – 04 report included a sample of this structure in table format.

The Department hosts an NCATE retreat at the beginning and end of each academic semester to address standards and ensure submission of data for aggregation. A template was developed for faculty to enhance reporting consistency. Once the data from a specific source are aggregated, the responsible member analyzes the results using the report template. The template consists of actions which may include recommendations, and identifies the relationship to IDPS Standards and indicators. Refinements and revisions to this structure are on-going.

Other UAS improvements relate to systematic collection, aggregation, and analysis of data. First, the Department researched software applications that could be used to first provide a template for committees' minutes. Second, the selected software was used to code and search for actions and recommendations made for program Department improvements. "OneNote", the application selected will be implemented beginning Fall 2005. This application will allow the Department to store UAS analysis reports, minutes from all Department meetings and committees. Additionally, it has the ability to code important proceedings or actions for retrieval for documentation.

Last year, the Department of Education, supported by the Teacher Education Committee (TEC), followed the recommendation of Academic Computing to purchase and implement TaskStream. This application is designed to increase the effectiveness of the UAS, specifically the documentation of candidate progression through the portfolio process. The process of implementing TaskStream required the Department to define the standards and/or outcomes to align courses and their respective assignments, select professional education common core courses to represent each level of the portfolio, align course signature assignments with the Conceptual Framework, and develop rubrics. The Department determined that the new outcome statements for candidates from the Conceptual Framework would be used as the basis from which courses and assignments are aligned.

**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

## Section C. Unit capacity

### ***Standard 3. Field Experiences and Clinical Practice.***

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

**Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:**

**Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:**

***P-12 school faculty and administrators do not participate in the design of practica, student teaching, and counseling internships***

The Director of Field Placements, the Directors of Elementary, Secondary, Exceptional Needs, School Counseling, and Licensure reviewed the "Guide to Field Placements". The purpose of the review was to ensure that USF candidates receive experiences that focus on the developmental levels appropriate to the license being pursued in addition to content. The curriculum review which, ensued included a detailed scope and sequence demonstrating that the Teacher Education Experience courses (practica) also needed to be reviewed. Attention was given to the following: description of the type of field experience (e.g., observation, methods component, and direct instruction), number of hours required, and type of setting. The results of the guide revision and the curriculum review were taken to the University Supervisor, P-12 Cooperating Teacher and Administrator Seminar and shared with the attending P-12 stakeholders. The Director of Field Placements collected their input to provide feedback and recommendations as to the effectiveness of the design of the USF Teacher Education field experiences. The recommendations to date include the following:

- an increase of student teaching placements from 10 to 15 weeks for all candidates
- a structure (Guide to Field Placements) for the school setting for each of the three Teacher Education Experiences (practica)
- the collaboration of the Director of Field Experiences with local schools to select placements per those specified in the Guide
- an extension of partnership programs to enrich methods courses for all levels (elementary, middle school, and high school) with a field component,
- additional P-12 cooperating teacher workshops training increased to two sessions each semester with primary emphasis on portfolio development and assessment

The "Student Teacher: Cooperating Teacher Satisfaction Survey" and "Student Teacher: University Supervisor Satisfaction Survey" were designed Spring 2005 and will be presented to the Department and Cooperating Teachers Fall 2005. The surveys will be implemented during the 2005-06 academic year. The sources of the survey recommendation were the analysis of the "Cooperating Teacher & Administrator Survey" (pilot) collected between 2004-05 and the cooperating teacher input obtained during the 2004 – 05 Seminars (documented in Directors minutes 8.29.05). Feedback from those completing the revised survey will be collected and analyzed beginning Fall 2005.

***(Initial teacher preparation level) The unit relies on school principals for the assignment and evaluation of cooperating teachers***

The assignment of student teacher candidates is made by school principals, assistant superintendents, and personnel directors. In addition, the revised student teaching application and timeframe (approved by the Teacher Education Committee and Teacher Education Advisory Council Fall 2004) allow the Director of Field Placements to request with

greater confidence appropriate settings for candidates.

The aforementioned surveys were developed Spring 2005, and approved by the Department faculty and cooperating teachers in Fall 2005 for implementation during the academic year 2005-06. These surveys are designed for the purpose of receiving information from candidates regarding the value of the assistance received from their cooperating teachers and university supervisors during the student teaching experience. It is anticipated that the information gained from these surveys will aid in placement selection. In addition, the surveys will provide feedback that focuses on attention to teaching activities occurring during student teaching. Responses will be kept anonymous.

**Please indicate how the unit has addressed these Areas for Improvement (Optional).  
Standard 4. Diversity**

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

**Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:**

**Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:**

The following instructional events represent curricular changes which enhance appropriate interactions with students (P-12) and peers from diverse racial and ethnic backgrounds.

1. EDUC 100—study of social and political issues impacting education, including the following:
  - a. Multicultural Education
  - b. Poverty
  - c. School Violence
  - d. Abusive Domestic Settings
  - e. Bilingual Education
  - f. School Choice
  - g. Gender and Sexual Identity
2. EDUC 301—this field based course furthers candidates' understanding how P-12 students learn through the use of the text, "*Why Are All the Black Children Sitting Together in the Cafeteria?*" by Beverly Tatum.
3. EDUC 301 – The Readiness for Multicultural Teaching Project includes inventories and analyses of candidates' readiness to function successfully in a multicultural classroom.

The above mentioned instructional changes were reviewed through feedback received from candidates in the USF – IDEA faculty evaluation instrument. While the IDEA instrument is not topic specific, a review of the instrument results for EDUC 100 and EDUC 301 indicated an overall score of 4.1 on a 5.0 point scale

in response to “the progress on relevant objectives”

The Department met with two local schools (Northside H.S. and Northwood M.S.) to discuss, design, and plan a field-based experience that will include authentic teaching experiences in addition to extra-curricular opportunities with middle and high school students and faculty. This initiative will be implemented Fall 2005.

The Department, in conjunction with Bloomingdale, a neighborhood Title 1 elementary school, planned and designed a literacy project entitled “Blooming Readers,” a reading tutoring program for primary students. The program targets struggling readers and seeks to improve their reading skills. In addition, a grant, “First Book,” was received during the 2004-05 academic year and will provide 3,000 books to Bloomingdale students. Implementation for both projects is Fall 2005.

Finally, in Spring 2005, Irwin Elementary and the Department partnered using the course, READ 200 to plan and implement “A Literacy Evening” at Mitchell’s Bookstore. This event involves parents, students, and teacher candidates in a variety of reading activities.

***Candidates have limited opportunities to interact with peers from diverse racial and ethnic backgrounds.***

The University of Saint Francis is a member of the Indiana Campus Compact, a consortium of 31 college and university campuses promoting community service and service learning. In Spring 2005, USF faculty and candidates presented a Department of Education sponsored service learning project at the national conference on service learning in Long Beach, California.

The Department has initiated contact with an out-of-state university’s teacher education program for the purpose of designing an online civic engagement project. In addition, the University of Southern Indiana and the University of Saint Francis Departments of Education planned a collaborative course in which students from both institutions will meet online and through video conferencing to discuss and complete selected course requirements. Implementation is scheduled for the 2005-06 academic year.

***Candidates have limited opportunities to interact with faculty from diverse racial and ethnic backgrounds.***

The Department extended the development of field placement partnerships from 3 schools in prior years to 5 schools during the 2004-05 academic year. All of these schools are diverse in their respective student populations (racial/ethnic and/or SES), and two are diverse in their faculty/administration composition. Among field opportunities for candidates are placements in the following diverse settings:

1. EDUC 100 - Candidates are placed at Price and Washington Elementary Schools to observe and interact with students and faculty in the learning

- environment.
2. SPED 328 – In 2004-05 South Side High School faculty and USF faculty designed an onsite course which will be conducted at South Side High School. The course will be implemented in Fall 2005. South Side has the highest diversity of faculty/administration in the Ft. Wayne area.
  3. The Department, in conjunction with Bloomingdale Elementary School, a neighborhood Title 1 school, planned and designed a literacy project entitled “Blooming Readers,” a reading tutoring program for primary students. The program targets struggling readers and serves to improve their reading skills. In addition, a grant, “First Book,” was received during the 2004-05 academic. The grant will provide 3,000 books to Bloomingdale students. Implementation for this project is Fall 2005.
  4. The Department met with two local schools (Northside High School. and Northwood Middle School.) to discuss, design, and plan field-based experiences that will include authentic teaching activities. In addition to academic teaching opportunities, extra-curricular activities with middle and high school students and faculty in these diverse school settings will be required. Implementation will begin Fall 2005.

The Field Tracking Sheet is a recording mechanism for candidates’ field placement experiences. The Department can now systematically follow the nature of experiences over the course of each candidate’s field placements to assure an adequate level of interaction within diverse settings. Furthermore, field experience evaluation instruments are aligned with the Department’s Conceptual Framework and, by extension, INTASC, to assure that candidates demonstrate competency in diversity-related behaviors. Finally, a review analyzing the input gained from professional education faculty and Teacher Education candidates indicated that the form should be revised to more clearly articulate the purpose and activities to be experienced by candidates. This revision was completed during the 2004-05 academic year.

***The unit does not systematically ensure that candidates have opportunities in their field placements to work with P-12 students from diverse racial and ethnic backgrounds.(Advanced Level)***

The Department met with two representatives (CEO and Director of Research) of Starr Commonwealth to discuss opportunities for a partnership. Each year the course, SPED 522 – Competent Youth, hosts a lecture with one of the authors (Dr. Martin Mitchell) of *No Disposable Kids*.

The University recognizes its responsibility to prepare candidates to work with P-12 students from diverse backgrounds. In doing so, the University expects to develop its partnership with Starr in the following ways.

- Provide on-site visits to Starr Commonwealth for Teacher Education candidates
- Review opportunities for candidates to complete internship and practica on the Starr campus

- Host a community lecture and training sessions on “Racial Healing” conducted by trainers from Starr

**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

***Standard 5. Faculty Qualifications, Performance, and Development.***

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

**Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:**

The University of Saint Francis was awarded a grant through the Lilly Endowment to develop Centers for Excellence in each of the six new Schools. The Department of Education is under the newly organized School for Professional Studies. The Center for Academic Excellence and Scholarship fosters leadership, scholarship, and university-community partnerships to promote inherent links among the social, psychological, and educational realms of contemporary society. The Center will pursue the following beginning Spring 2005:

- Support scholarly and community-based work of the School
- Serve the academic and community service aspirations of the faculty and students in the School
- Promote the work of the School and University at a local, regional, national, and international level.

**Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:**

None cited

**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

***Standard 6. Unit Governance and Resources.***

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

**Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year:**

The University of Saint Francis implemented a new academic structure by moving from Departments (consisting of programs) in which chairs reported to the Vice President for Academic Affairs to Schools administered by deans with chairs reporting to their respective deans. The deans report to the Vice President for Academic Affairs. This new School structure allows departments with similar missions and disciplines to more effectively dialogue and collaborate. The Department of Education is located within the School of Professional Studies.

**Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:**

*The unit does not formally ensure collaboration with its P-12 partners in the design, implementation, and evaluation of programs.*

The structure of the Teacher Education Advisory Council remained the same for the 2004-05 academic year. During the 2004-05 academic year, the Department explored ways to extend experiences that enhance Teacher Education candidates' interaction with diverse faculty and P-12 students. In partnership with local schools at the elementary, middle and high school levels, the following events were planned and designed.

- SPED 328 – In 2004-05 South Side High School faculty and USF faculty designed an onsite course which will be conducted at South Side High School. The course will be implemented in Fall 2005. South Side has the highest diversity of faculty/administration in the Fort Wayne area.
- The Department, in conjunction with Bloomingdale Elementary School, a neighborhood Title 1 school, planned and designed a literacy project entitled “Blooming Readers,” a reading tutoring program for primary students. The program targets struggling readers and serves to improve their reading skills. In addition, a grant, “First Book,” was received during the 2004-05 academic. The grant will provide 3,000 books to Bloomingdale students. Implementation for this project is Fall 2005.
- The Department met with two local schools (Northside High School and Northwood Middle School) to discuss, design, and plan field-based experiences that will include authentic teaching activities. In addition to academic teaching opportunities, extra-curricular activities with middle and high school students and faculty in these diverse school settings will be required. Implementation will begin Fall 2005.



**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

## **Section 4 - Program Completers**

**The total number of candidates who completed education programs within NCATE's scope (initial & advanced) during the 2004-2005 academic year?**

52 program completers for the 2004-05

**Enter the Name of the Person Filling Out the Report:** Jane M. Swiss, Ed.D., Chair of Education for the University of Saint Francis