



2006 NCATE Annual Report (Part C of the AACTE Annual Report)

Section 1 - Institutional Information:



Institution:	University of Saint Francis
Unit:	Department of Education
Next Accreditation Visit:	S 2010
Last Accreditation Visit	S03
Deadline to Submit Final	01/15/08
Version of Part C:	

Section 2 - Individual Contact Information



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Section 4. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

1. A change in the name of the unit or institution.
2. The status of the institution (e.g., campuses merged, campuses separated, etc.).
3. Changes in key personnel, particularly the unit head, NCATE coordinator, or university/college president.
4. The addition and/or removal of programs.
5. The addition or removal of a level of preparation (e.g., addition of a master's degree or doctoral program).
6. Changes in program delivery, particularly when traditionally delivered programs become distance learning programs. (NCATE defines distance learning programs as programs in which more than 50 percent of the courses are not delivered face-to-face.)
7. Significant changes in physical facilities.
8. Significant changes resulting from unforeseen conditions such as natural disasters or health calamities.

The 2006-2007 academic year witnessed several personnel changes impacting the Department of Education. Dr. Rolf Daniel, Dean of the School of Professional Studies, of which the Department of Education is a part, was named Provost of the University. In turn, Dr. Jane Swiss, Department of Education Chair, was named Interim Dean of the School of Professional Studies. Concurrently, Dr. Daniel J. Torlone, Director of Secondary Education, was named Interim Chair of the Department of Education.

In Fall 2006, the Department moved to a new forty-four thousand square foot facility that houses three of the University's academic Schools. All classrooms in the new facility are equipped with computer-linked projectors and have access to high-speed internet service. The new facility has video-conferencing capability and houses seventy-five computer terminals for students in two computer classrooms, the library, and an internet café.

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 2006—2007 academic year, the Department refined key components of the Conceptual Framework for candidates in both the graduate and undergraduate programs. To more accurately assess candidate performance, the Department continued to develop

Signature Assignments that are aligned with the Conceptual Framework's outcome statements.

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.

The Department undertook review of both its course topics and programs of study at the undergraduate level. To assure that all candidates have opportunities to achieve performance proficiency, the Department documented the scope and sequence of the content and content pedagogy addressed in core education classes. The initial phase of a Department Scope and Sequence was completed in 2006 -2007.

In April 2007, the University's faculty governing body, Faculty Forum, approved the framework for a new General Education performance-based curriculum whose implementation will begin during the 2007 – 2008 academic year. In response to the General Education curriculum, course additions and deletions occurred across all elementary, secondary, and mild intervention programs. All program changes have been designed in accordance with Indiana Division of Professional Standards guidelines.

In 2005 -2006, with input from stakeholders such as cooperating field teachers and school administrators, the Department revised and piloted its "Assessment of Dispositions" instruments. Subsequently, in 2006 - 2007 the Department began implementation of the final version of the "Assessment of Dispositions" instrument at both the graduate and undergraduate levels.

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:

During the 2006-2007 academic year, in accordance to the model established by the State of Indiana Department of Education, Division of Professional Standards (IDPS), the Department initiated its Program Review process. The academic year 2006 – 2007 witnessed further development of Signature Assignments aligned with the unit’s Conceptual Framework, INTASC, and IDPS Standards. Additionally, the accountability management system, TaskStream, was inaugurated, thereby enabling faculty to document candidates’ competencies in meeting requisite knowledge, skills, and dispositions. Signature Assignments from EDUC 100 and EDUC 201, two teacher education anchor courses, SPED 136, “Introduction to Exceptionalities,” and EDUC 250, “Educational Psychology and Measurement,” were incorporated into the TaskStream system. Signature Assignments in the TaskStream system have been systematically collected and evaluated using rubrics that address the aforementioned standards. Subsequently, data from rubrics will be aggregated and analyzed, and utilized to assess both candidate performance and course and program effectiveness.

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:

During the 2006 – 2007 academic year, with minor revisions, the final version of the “Cooperating Teacher Satisfaction Survey,” survey was implemented. Piloted in 2005 – 2006, the Survey enables student teachers to anonymously evaluate their cooperating teachers in their mentoring effectiveness. The survey addresses seventeen areas, ranging from "working with culturally diverse students" to "collegial rapport."

Over the course of the 2006 – 2007, approval of candidates’ practicum placements has become more centralized, with school corporations’ (districts’) central offices insisting on mediating placement decisions that would otherwise occur directly between the Department and school principals. Unfortunately, we find that this change further distances both principals and the unit’s faculty from participating in field placement decisions. Nonetheless, the unit has endeavored to involve local educators in program design and implementation. Despite increased central office decision making, the Department continued to secure diverse field placements for candidates. To this end, the Director of Field Experiences has requested contracts with eight additional school corporations (districts) that host both practicum and student teachers for field experiences, thereby increasing the number of unit-to-school-corporation agreements from twelve to twenty. These contractual arrangements are made in accordance with

guidelines outlined by the Indiana Division of Professional Standards (IDPS) and the Indiana Association for Colleges of Teacher Education (IAACTE).

To better assure that candidates receive experience in their dual placements—mild interventions and content areas—the Department approved an increase in the duration of the Mild Intervention portion of the student teaching semester, from seven to eight weeks.

The Department endeavors to make the placement process a cooperative venture between the unit and school corporations (districts). In accordance with the experiential field needs of candidates, the unit initiates placements of a student teachers and practicum students by filing applications for proposed assignments and requesting the types of assignments that would be appropriate. The requests may be accompanied by suggested names of teachers who might serve as cooperating (supervising) teachers. The final assignments of student teachers and practicum students are determined by the school corporation after consultation with cooperating teachers and principals.

The School Counseling Program (SCON) has developed and implemented an Advisory Council, comprised of school counselors at the elementary, middle school, and high school levels. A Guidance Secretary and a retired school counselor are also members of the Council. The members represent diverse backgrounds. The Council met for the first time in March of 2007. Useful suggestions and guidance on issues pertaining to field experiences, evaluation, and areas of focus during the practicum and internships have resulted from the Council meeting. The Council meets at least two times a year to provide guidance to the program.

In an effort to ensure that candidates' experience field placements occur at appropriate developmental levels of P-12 students, a field practicum course for “major changers,” EDUC 211, was implemented during 2006 -2007 . In the event that candidates change majors after the EDUC 201 field practicum course, EDUC 211 assures that candidates fulfill field hours requirements in their newly chosen majors and at correspondingly appropriate P-12 developmental levels.

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:

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

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

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 continued its informal partnership with North Side High School and Northwood Middle School, respectively, placing a total of approximately twenty teacher candidates at those schools in practicum and student teaching experiences.

Fifty-eight percent of North Side High School's student body qualifies for the Free and Reduced Lunch Program, while 42% of students belong to racial minorities. At Northwood Middle School, 66% of students qualify for the Free and Reduced Lunch Program, with 46% of students belong to racial minorities. Each school serves students representing over twenty-five language groups.

Through two initiatives, the Department continues its relationship with Lindley Elementary School, a bi-lingual Spanish language immersion school, in Fort Wayne. Lindley Elementary administers the Free and Reduced Lunch Program to 67% of its student body, while 63% of students are classified as racial minorities. Elementary Education teacher candidates take "Curriculum and Methods in Mathematics," EDUC 393, at Lindley Elementary School. Candidates attend their formal Methods classes at Lindley, followed by application of teaching methods in Lindley's elementary classrooms. Additionally, on an annual basis, the Math Methods class sponsors "Lindley Math Night" for K-5 students and their parents. During this event, both elementary education and secondary education majors have the opportunity to participate with students and parents in instructional math games.

In addition to the aforementioned Math Methods class, three elementary education classes were regularly held at schools with low socio-economic and high racial minority rankings. Those courses and schools are: "Teaching Reading for Elementary and Middle School," READ 200, and "Mild Disabilities/Interventions," SPED 237, both at Irwin Elementary School, and "Integrated Curriculum in Language Arts and Social Studies," EDUC 395, at Abbett Elementary School. At Abbett Elementary School, 93% of students qualify for the Free and Reduced Lunch Program, in a student population that is 80% minority. Fifty-seven percent of students at Indian Village Elementary qualify for the Free and Reduced Program, while 51% are classified as minority students.

Furthermore, "Blooming Readers," a project initiated in 2005-2006, continued through the 2006 – 2007 academic year. "Blooming Readers," a reading tutoring program for primary students, took place at Nebraska Elementary School and Indian Village Elementary School, respectively. A grant totaling \$3,000.00 from "First Book" and

Border's Books funded the purchase of 3,000 books for P-12 students who reside in text-free homes. Using the purchased books, elementary education majors held tutorial sessions with students from Nebraska Elementary and Indian Village Elementary, then gifted the books to students.

The course, SPED 328, "Methods for Teaching Exceptional Middle and High School Youth," continued its collaborative relationship with North Side High School. The course is taught at North Side High, where teacher candidates in dual-licensure secondary education programs are paired with the North Side's special education faculty to systematically observe teaching practices and apply instructional strategies in the high school setting.

Two-thirds of the Department's faculty participated in the fourth annual commemoration of Dr. Martin Luther King, Jr., Day, "A Day On, Not a Day Off." Faculty volunteered with candidates in the Department and students across campus in community-based service projects.

A core course for the Master's of Education in School Counseling degree is PSYC 522, "Social and Cultural Issues in Counseling." The purpose of the course is to provide candidates an opportunity to explore major social problems in contemporary society and their impact upon counseling. Exploration of sub-groups and cross-cultural issues is emphasized. The course is designed to sensitize candidates to ethnocentrism and contribute to candidates' development of respect for diversity. A Signature Assignment for this class entails immersion in culturally different environments, which is documented and analyzed through written reaction papers and class presentations.

In Fall 2006, the teacher candidates in EDUC 395, "Methods in Elementary Language Arts and Social Studies," under the guidance of Professor Nancy Hanke, participated in a virtual practicum experience between the University of Saint Francis and Basil Academy in Chicago, Illinois. Basil Academy is a pre-dominantly African-American urban charter school. USF candidates created learning experiences, such as Geo Boxes, to exchange between the schools, and stories on tape, which were assessed by USF candidates. Groups of USF candidates worked with Basil students in creating design centers around the topic, "Ancient Egypt's Pyramids." The design centers were aligned with state academic standards. The exchange experience culminated in USF candidates traveling to Chicago to implement the design centers with first grade students.

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.

The Department continued its commitment to offer candidates opportunities to work with students in diverse settings. The Center for Academic Excellence and Scholarship of the School of Professional Studies, funded a program to combat bullying in schools, "Bully Be Gone." The program, created by USF candidates, was presented to third graders at

several area schools. One of the presentation schools, Abbett Elementary School, is a Title I school. The anti-bullying program also provided materials to the third grade teachers to continue addressing bullying issues common to elementary schools.

In June 2007, the Director of Elementary Education, Dr. Ann Hernandez, and two candidates attended the a “National Gathering” sponsored by “Educators for Community Engagement,” in Monterey Bay, California. The conference afforded candidates the opportunity to develop and practice creative strategies for civic engagement, service learning, and social justice. Among other events, Dr. Hernandez and the candidates participated in activities at California State’s (San Jose) University Environmental Center, The Day Room (a health clinic), Women Alive (an emergency homeless shelter), and the Peter Maurin Work Co-op. In Fort Wayne, the candidates plan to present insights derived from the service learning conference to USF faculty and local civic groups.

The 2006 – 2007 academic year witnessed an increase in the diversity of the teacher candidate population, with the numbers of Black and Hispanic candidates at least doubling from the previous year’s numbers. Both athletic and academic scholarships granted by the University have attracted candidates who might not otherwise have considered attending a high-cost private university.

The revised Field Tracking Sheet, piloted during 2005 – 2006, was adopted in 2006 – 2007. The revised form requires that candidates differentiate among their field settings for purposes of monitoring the diversity component of field experiences.

With few exceptions, in-service teachers enrolled as candidates for the master’s degree in Exceptional Needs are under contract to local school corporations in Northeastern Indiana. Within this region is a wealth of diverse populations for graduate candidates to experience. The diversity of the populations, however, is not identical in all corporations. The graduate candidate has the responsibility to interact with the diversity represented in his/her local district.

It is most difficult to locate a school in the Northeast area of Indiana which has a homogenous population. By accepting the graduate candidate’s school as the base for learning, the University of Saint Francis supports, encourages and advances the teacher’s role as educator of students from diverse environments. Moreover, this practice provides an opportunity for our faculty supervisors to experience a broad range of diversity in the authentic school community settings.

A sampling of diverse populations would include residents who are members of the Old Order Amish or Muslim faiths. Ethnic diversity is also present in the northeast Indiana region. The urban area of Fort Wayne has the largest Burmese population located outside the borders of Burma (Myanmar). The Fort Wayne area is also a terminal immigration point for Bosnians coming to the United States. Finally, the influx of people of Hispanic descent has dramatically changed the composition of many schools in our area.

In a major assignment at the master’s level, the School Community Profile, graduate

candidates study the diverse racial, religious, and ethnic profiles of P-12 students, their schools, and communities. Subsequently, candidates analyze the strengths and challenges posed to schools as they acknowledge and serve diverse populations.

Graduate candidates who do not have a school corporation contract are placed in local school corporations that offer the opportunity to work with students from diverse religious, ethnic and racial backgrounds.

The revised Field Tracking Sheet, piloted during 2005 – 2006, was adopted in 2006 – 2007. The revised form requires that candidates differentiate among their field settings for purposes of monitoring the diversity component of field experiences.

In 2007, the Department initiated the “Best Practice Showcase Conference,” funded by the Center for Academic Excellence and Scholarship. USF candidates had the opportunity to participate in the Conference through open choice options offered their education courses. Thirty USF candidates exercised their open choice option by participating in the Best Practice Showcase Conference. The Conference is attended by faculty from Fort Wayne Community Schools, which includes the areas highest percentage of minority background faculty.

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In a major assignment at the master’s level, the School Community Profile, graduate candidates reference the diverse racial, religious, and ethnic profiles of P-12 students, their schools, and communities. Subsequently, candidates analyze the strengths and challenges posed to schools as they acknowledge and serve diverse populations.

Graduate candidates who do not have a school corporation contract are placed in local school corporations that offer the opportunity to work with students from diverse religious, ethnic and racial backgrounds.

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

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

None cited

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.

Throughout the 2006 – 2007 academic year, the Department’s faculty continued to lead in the realms of scholarship and service, and collaborate with peers at both the university and P-12 school levels.

In 2006 - 2007, the Department initiated a “Best Practice Showcase Conference.” The “Best Practice” event provided the opportunity for P-12 teachers from Allen County (the location of the University) to present best practice pedagogy currently implemented in classrooms to an audience comprised of peer teachers, teacher candidates, and university faculty. Approximately 100 professionals, including faculty from P-12 schools reflecting a diverse student body and faculty, attended the “Best Practice Showcase Conference.” The culmination of the Conference was a presentation by Ms. Hanna Stith, Curator of the African-American Museum of Fort Wayne.

During 2006 – 2007, Department of Education faculty were the recipients of approximately \$7,000 in awards from the Center for Academic Excellence and Scholarship, through grants funded by the Lilly Endowment for an array of professional development projects. Events included: The “6 + 1 Writing Traits” Workshop, “Ultimate Classroom Control,” a classroom management workshop, attendance at the National Staff Development Council's (NSDC) 38th Annual Conference, and the Best Practice Showcase Conference.

Dr. Beulah Lateef, Director of Exceptional Needs, served on the Exceptional Needs Praxis II Revision Committee for Educational Testing Services. She was also awarded

Emeritus status as a Reading Recovery Trainer/ Literacy Specialist through the North American Trainers' Group (NATG) and the Reading Recovery Council of North America (RRCNA). These organizations are responsible for training the Post Masters' instructors in Reading Recovery techniques and strategies used to ensure successful progress for the lowest achieving children in grade one. Finally, "Parents and Schools Working Together" is a program Dr. Lateef designed as a result of her research with diverse groups of educators and families across North America. This program was implemented at Washington Elementary School, a Title I school in Fort Wayne Community Schools.

Dr. Daniel J. Torlone, Interim Chair, completed his four-year consultancy tenure on the Indiana State Team for the Center for Improving Teacher Quality (CTQ), a project funded by the Council of Chief State School Officers which focused on preparation of all teachers to serve all students, in both general and special education.

One of our full-time faculty members, Dr. Mary Lee Danielson, resigned her faculty position. She was replaced by a curriculum and methods specialist, Professor Connie Collins.

Both the UAS Manager and Coordinator attended the American Association of Colleges of Teacher Education (AACTE) at which they became apprised of recent developments in the area of program review.

The Department Chairs of Education and Psychology and School Counseling, respectively, attended the AACTE National Conference in San Diego, California, at which they focused on matters related to revision of NCATE Standards and program review.

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:

In Fall 2006, the Department moved into a new forty-four thousand square foot facility that houses three of the University's Schools. All classrooms in the new facility are equipped with computer-linked projectors and have access to high-speed internet service. The new facility has video-conferencing capability and houses seventy-five computer terminals for students in two computer classrooms, the library, and an internet café.

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.

In April of 2006, the unit hosted a workshop with area administrators and teachers to revise the “Student Teaching Evaluation Form.” Participants played a central role in the determining revisions, offering suggestions that resulted in a form that is both more user friendly and efficient than the previous version.

At the same workshop, participants offered input on topics for the Student Teaching Workshops scheduled for Fall 2007. Based on suggestions from local P – 12 teachers and administrators, topics such as working with individual education plans, classroom management, and legal issues facing educators were slated for presentation.

A School Counseling Program Advisory Council has been developed and implemented to provide program improvement and development suggestions. This council met for the first time in March, 2007, and is scheduled to meet at least two times a year. A variety of useful suggestions concerning field placement activities and evaluation have already come from the Council.

The School of Professional Studies, of which the Department of Education is a part, was granted \$30, 000 to attract high academic performing students from across the nation to the USF education program. Currently, there are thirteen candidates at the undergraduate level who have received funds through this grant.

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

Enter the Name of the Person Filling Out the Report: Daniel J. Torlone, Ed.D.,
Chair, Department of Education