

2008 Part C of the AACTE / NCATE Annual Report

Section 1 - Institutional Information

NCATE ID:	11626	AACTE SID:	9145
Institution:	University of Saint Francis		
Unit:	Department of Education	Deadline to Submit Final Version of Part C:	02/15/2009
Next Accreditation Visit:	S10	Last Accreditation Visit:	S03

Section 2 - Individual Contact Information

Unit Head Name:	Dr. Daniel J. Torlone	Unit Head Title:	Chair
Unit Head Email:	dtorlone@sf.edu	Unit Head Phone:	(260) 399-7700 X 8408
Unit Head Fax:	(260) 399-8170	Institution Unit Phone:	(260) 399-7700
2nd Unit Head Name:		2nd Unit Head Title:	
2nd Unit Head Email:		2nd Unit Head Phone:	
2nd Unit Head Fax:			
1st NCATE Coordinator:	Dr. Daniel J. Torlone		
1st Coordinator Title:	Chair	1st Coordinator Email:	dtorlone@sf.edu
1st Coordinator Phone:	(260) 399-7700 X 8408	1st Coordinator Fax:	(260) 399-8170
2nd NCATE Coordinator:	Dr. Ann S. Hernandez		
2nd Coordinator Title:	Director, Elementary Education	2nd Coordinator Email:	ahernandez@sf.edu
2nd Coordinator Phone:	(260) 399-7700 x8413	2nd Coordinator Fax:	(260) 399-8170
3rd NCATE Coordinator:			
3rd Coordinator Title:		3rd Coordinator Email:	
3rd Coordinator Phone:		3rd Coordinator Fax:	
CEO Name:	Sister M. Elise Kriss		
CEO Title:	President	CEO Email:	ekriss@sf.edu
CEO Phone:	(260) 434-3101	CEO Fax:	

Section 3 - Completer

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2007-2008 academic year?

53

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2007-2008 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

Section 4. Substantive Changes

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

1. change in Title II data that indicates the unit no longer meets the required state pass rates on licensure exams
2. change in the state-approved status (e.g., probation or low-performing) of the professional education unit as identified by the state licensing agency
3. change in institutional accreditation status
4. the addition or removal of programs.
5. 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.

6. addition or removal of a level of preparation (e.g., a master's degree)
7. change in status of institution (i.e., merged, separated, etc.)
8. increased offering for the preparation of education professionals in off-campus sites
9. increased offerings for the preparation of education professionals outside the United States
10. changes in institutional and unit leadership
11. significant change in budget, which is defined as a 25 percent decrease in the overall unit budget from the previous reporting year
12. significant change in the size of the full-time faculty, which is defined as a 25 percent decrease from the previous reporting year
13. delivery of a program in whole or in significant part by a non-profit or for-profit partner
14. change in institutional control or ownership
15. significant change as a result of unforeseen conditions such as a natural disaster

Section 5. 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:

Substantive Changes

The 2007-2008 academic year witnessed the consolidation of two major, related personnel changes impacting the Department of Education. Dr. Jane Swiss, Department of Education Chair, transitioned from Interim Dean to full-time Dean of the School of Professional Studies, while Dr. Daniel J. Tortone transitioned from Interim Chair of the Department of Education to full-time Chair. As the unit initiated preparations for re-accreditation, a part-time NCATE Coordinator, Dr. Ann S. Hernandez, was named. Dr. Hernandez shares her NCATE duties with teaching responsibilities and direction of the Elementary Education Program.

A new Director of Exceptional Needs was hired as of July 2008. Dr. Marlaine Chase brings over thirty years' experience in teaching and program development, in both public and private universities.

In seeking to create meaningful programmatic responses to federal No Child Left Behind legislation, the State of Indiana has promoted efforts by universities to provide in-service training opportunities through Response to Intervention courses. In 2007 The University of Saint Francis' Department of Education has taken the lead among Indiana institutions of higher education in launching a certificate program in Response to Intervention. The online certificate program offers fifteen graduate-credit hours (five courses) to professionals in the fields of teaching, counseling, and social work who wish to boost their understanding of multiple interventions to serve the cognitive and behavioral learning needs of P-12 students.

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

None cited

In spring 2008 the unit initiated a comprehensive study of its Conceptual Framework that continues through present day.

The NCATE Coordinator and Department of Education Chair led the Conceptual Framework process, with support throughout the process from all unit faculty, including the Unit Assessment Coordinator and the Unit Assessment Manager. The unit's review process has incorporated feedback from core constituencies, such as advisory boards from the professional community, candidate work groups, and the Teacher Education Committee (TEC). Although the unit's faculty holds ultimate responsibility for formulation, approval, and enactment of the Conceptual Framework, the faculty has sought and received participation from core constituencies. In turn, participation from constituencies has validated the unit's efforts to craft an updated Conceptual Framework.

To date, the unit's review of the Conceptual Framework has yielded the following results:

1. Updating of the knowledge base supporting the Conceptual Framework
2. Editing of the Framework's semantics and syntax
3. Composing narrative components for all components of the Framework.
4. Reconfiguring two of the Framework's six conceptual components

5. Revising performance outcomes.

As revisions to the Conceptual Framework are finalized, faculty will begin its work of reviewing the means it employs to assess candidates' competencies in meeting program requirements. The unit's immediate plans call for soliciting further input from core constituencies and finalization of the Conceptual Framework early in Spring 2009. Subsequently, course Signature Assignments, assessment of dispositional competencies, and evaluation instruments employed to measure candidates' performances in field-based experiences will be aligned with the updated Conceptual Framework.

Section 6. Unit Standards

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

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

Standard 1. Candidate Knowledge, Skills, and Dispositions

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).

During academic year 2007 – 2008 the unit's work was marked by two elements: First, completion of Program Review and, second, by integration of Signature Assignments as means of measuring candidates' performance across all programs.

PROGRAM REVIEW

The unit reports assessments of candidates' knowledge, skills, and dispositions in accordance with the partnership agreement between the state of Indiana Department of Education and NCATE. In February 2008 the unit submitted ten Program Review reports to the state's Office of Educator Licensing and Development. Subsequently, in May and June, 2008, the unit received results from the state's review of ten educator preparation programs. Programs for review and the results received from the state of Indiana are encapsulated in the following table:

Names of Programs Reviewed	Results of State Review
Initial Level	
Mild Intervention	Approval
Elementary Education	Approval
Secondary Education Language Arts	Approval
Secondary Education Mathematics	Approval
Secondary Education Social Studies	Approval
Secondary Education Health and Physical Education	Conditional Approval
All Grade Visual Arts	Approval
Advanced Level	
Mild Intervention	Approval
Intense Intervention	Approval
School Counseling	Approval

In response to conditional approval of the Health and Physical Education program, the unit, in conjunction with the Department of Health and Physical Education, has prepared a proposal for program revision. The proposal addresses the instructional strategies incorporated in Health and Physical Education courses, respectively, and details the number of discipline-specific field hours experienced by candidates. The proposal for a revamped Health and Physical Education program will be submitted for approval to the state Office of Educator Licensing and Development by February 2009.

SIGNATURE ASSIGNMENTS

With the Conceptual Framework serving as the initial point of reference, the Department has formulated Performance Outcomes that correspond to key items in the Conceptual Framework. In turn, Performance Outcomes are measured through major course assessments, known as Signature Assignments. Incorporation of Signature Assignments was formally initiated in 2005 - 2006 and continued through 2006 – 2007. The application of Signature Assignments in all courses in 2007 – 2008 is noteworthy.

The design and implementation of Signature Assignments have honed the unit's efforts to systematically monitor candidates' progress in meeting professional competencies. Finally, analysis of assessment data from Signature Assignment now plays a pivotal role in informing decisions about candidate, program, and unit improvements.

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



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 applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

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

Please refer to "Areas for Improvement" field.

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

1. The unit assessment system lacks a structure to ensure the systematic collection, aggregation, and analysis of data for program evaluation and improvement.	(ITP)	(ADV)
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Please indicate how the unit has addressed these Areas for Improvement (Optional).

The unit's work during 2007 – 2008 has focused on two areas. First, the unit completed its review of Standard 2, Unit Assessment System, submitted the UAS Report, and continues to act on recommendations made by the state of Indiana's review team. Second, in conjunction with the University of Saint Francis' Office of Institutional Research, the unit participated in a university-wide initiative to review data systems that would address the needs of all university departments, programs, and projects, within a single, unified system.

UAS REVIEW and FORMATIVE REPORT

In accordance with the protocol established by NCATE's partnership with the State of Indiana, the unit undertook formal review of its Unit Assessment System. The Unit Assessment System Report was submitted to the State of Indiana in April 2008. A friendly review of the UAS Report occurred in June 2008.

The State of Indiana UAS Review Team's comments regarding the UAS, published in the "Unit Assessment System Formative Report" (Round Two), were generally favorable. The following statements are direct quotes from the "UAS Formative Report."

The Review Team stated that "the unit...has established a thorough system for tracking candidate progress," "has demonstrated commitment to assessment technology," and "has continually monitored and made changes in their assessment technology systems." Through its UAS, "candidate performance data is clearly recorded and analyzed across all programs," [thereby enabling the unit to] "make changes based on data."

The Review Team noted that the "conceptual framework is reflected in its [the unit's] assessment system," and that "the evolution of the unit's conceptual framework and outcomes can be seen in examples on the change chart." Finally, the Review Team's comments acknowledged that "the unit has developed rubrics with their stakeholders to assess candidates' skills, knowledge and dispositions. Each rubric is tied to the conceptual framework and specific performance outcomes. The unit addressed the validity of the assessment through aligning the rubrics with the conceptual framework outcomes and through consultation with stakeholders."

The following summarizes comments in the three-person review team's Formative Report and subsequent actions the unit has taken, to date, in response to the review team's feedback.

UAS Review: Formative Report Recommendations and Unit Actions Taken

[Letter "A" indicates the Review Team's formative report recommendations, while letter "B" indicates actions the unit has taken, to date]

1. A. Formative Report Recommendations

1. A . Simplify charts outlining program Transition Points, at both the undergraduate and graduate levels.

1. B. Unit Actions Taken

1. B. Currently, the unit is revising Transition Point charts.

2.A. Formative Report Recommendations

2.A.Clearly distinguish the assessment components utilized to measure various performance categories of performance:

a. Candidate Performance

b. Program Performance

c. Unit Performance

d. Faculty Performance

2. B. Unit Actions Taken

2. B. Currently, the unit is revising tables displaying faculty and staff responsibilities by program categories (Assessment Tracking Responsibility).

3. A. Formative Report Recommendations

3. A. Clarify protocols for addressing candidate requests, appeals, and complaints

3. B. Unit Actions Taken

3. B. Currently, the unit is reviewing and revising protocols for addressing candidate requests, appeals, and complaints.

4. A. Formative Report Recommendations

4. A. Visually display via flow chart form the assessment system components

4. B. Unit Actions Taken

4. B. Currently, the unit is drafting flow charts illustrating the connection among components of candidate performance, program performance, and unit performance.

5. A. Formative Report Recommendations

5. A. Specifically connect Conceptual Framework proficiencies to assessment focus of Signature Assignments.

5. B. Unit Actions Taken

5. B. Currently, the unit is revising the Conceptual Framework. Once revised, the Conceptual Framework will serve as the reference point for review and revision of

Signature Assignments. The connection between the Conceptual Framework and Signature Assignments will be illustrated in chart form.

6. A. Formative Report Recommendations

6. A. Outline each element of the Conceptual Framework and correlated assessments for Initial and Advanced programs.

Include, among others, the following assessments:

a. Signature Assignments

b. CFAP Instruments

c. Surveys

d. Portfolios

e. Syllabi

Incorporate the relation of the CF to NCATE, INTASC, and NPSB standards.

6. B. Unit Actions Taken

The unit is currently in process of review and re-correlating it assessments through the work of a graduate-level task force and through work of NCATE the Department of Education as a whole.

7. A. Formative Report Recommendations

7. A. . Establish a process to review each program and the total unit.

7. B. Unit Actions Taken

7. B. Department Data Days / Retreats are held a minimum of twice annually to review program performance

DATA SYSTEMS

To better optimize the collection, analysis, and review of data, TaskStream was introduced to the Unit in 2006-2007. To supplement the tracking of candidate completion of Transition Point, an in-house Candidate Tracking System (CTS) generates reports using information from the Jenzabar system, the university-wide student management system.

With the goal of developing a fully integrated electronic UAS, the unit reviewed systems that can potentially replace TaskStream and CTS, while integrating with Jenzabar. Concurrently, the UAS Coordinator and Dean of the School of Professional Studies served on the university-wide ad hoc committee charged with reviewing appropriate campus-wide assessment management systems. Two products, Blackboard and Tk20, were seriously under consideration for adoption by the University and the unit. In the summer of 2008, the University, and by extension, the unit, adopted the Blackboard Outcomes System, which will eventually replace TaskStream and portions of the CTS.

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 professionals develop and demonstrate the knowledge, skills, and professional 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:

Articulation agreements (contracts) between the unit and area school corporations (districts) align with guidelines outlined by the Indiana Office of Educator Licensing and Development (OELD) and the Indiana Association for Colleges of Teacher Education (IACTE). To address increased competition for field assignments among universities, and to underscore the unit's commitment

to providing diverse field experiences to its candidates, the Director of Field Experiences has requested articulation agreements with three additional school corporations that host both practicum candidates and student teachers for field experiences. Upon final approval by school corporations, the number of field articulation agreements negotiated during the past two years will have grown from twelve to twenty-three.

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

1.	P-12 school faculty and administrators do not participate in the design of practica, student teaching, and counseling internships.	(ITP)	(ADV)
2.	The unit relies on school principals for the assignment and evaluation of cooperating teachers.	(ITP)	

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

1. The Department of Education continues to formally consult cooperating teachers in ways to ensure the quality of student teaching experiences. First, two times per semester the unit holds training workshops with cooperating teachers both to orient them to the current student teaching program and to officially solicit their recommendations for improving the program. As a result of recommendations from cooperating teachers, the undergraduate student teaching program increased the number of student teaching seminars from four to six, incorporating topics such as, gifted and talented education, curriculum mapping, Individual Education Programs (IEP's) and Behavior Intervention Plans (BIP's), Response to Intervention programs, and legal issues confronting today's teachers.

The Teacher Education Advisory Council (TEAC) participated in a workshop conducted by the Department of Education faculty during Fall 2008. During the workshop, TEAC members reviewed the current Conceptual Framework, discussing among themselves and with Department faculty points for clarification, substantive revision, and validation of the Conceptual Framework. TEAC's participation provided the Department with invaluable guidance in clarifying both the narrative and performance outcome components of the Conceptual Framework.

The groundwork was laid in 2007 – 2008 to expand both the composition and role of the TEAC. The membership now encompasses faculty, administrators, and veteran educators from the four public school corporations in Allen County as well as from two Catholic High Schools. The role of TEAC has been re-envisioned to include inclusion of members in specific tasks, such as the re-design of field evaluation instruments.

In the School Counseling Program, the School Counseling Program (SCON) Advisory Council continues to provide suggestions for program improvement. Several improvements were implemented as a result of the SCON Advisory Council. These include: a list of opportunities to guide field placement supervisors in ensuring that their counseling candidates have broad exposure to the educational setting; formulations of a list of topics to be explored in courses prior to field placements; and, advisement on the revision process of the School Counseling Practicum / Internship Evaluation form and the Assessment of Professional Dispositions form.

2. Candidates completing field placements in both Advanced Practicum in Teacher Education (EDUC 301) and student teaching anonymously evaluate their cooperating teachers. Candidates assess cooperating teachers on a scale of 1 – 5 regarding teachers' mentoring on topics such as classroom and behavior management, special needs students, gifted and talented students, lesson planning, differentiated instruction, and assessment.

Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and 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:

1.	Candidates have limited opportunities to interact with peers from diverse racial and ethnic backgrounds.	(ITP)	(ADV)
2.	Candidates have limited opportunities to interact with faculty from diverse racial and	(ITP)	(ADV)

	ethnic backgrounds.		
3.	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.		(ADV)

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

The unit is committed to providing candidates with opportunities to work with faculty and students in a range of school settings: parochial, urban, suburban, and rural. In these settings candidates learn strategies and develop sensitivities that prepare them to interact with learners from diverse backgrounds. Experiences in diverse settings include:

1. Urban Experiences: Placements with Fort Wayne Community Schools and East Allen Community Schools located in Fort Wayne and New Haven, Indiana.
2. Suburban Experience: Placements within Southwest Allen County Schools, Northwest Allen County Schools, and East Allen Community Schools.
3. Rural Experience: Schools outside of Allen County but contiguous to Allen County.
4. Private/Parochial Experience: Non-public schools specifically the Catholic Schools of the Diocese of Fort Wayne-South Bend, Lutheran Schools of Fort Wayne, and the Canterbury School (college preparatory day school).
5. On Campus Experience: Experiences held with school children on campus specifically in Reading, Special Education, and Art Education.

At the end of 2007 – 2008 academic year, the unit amended its cooperating teacher information form. The form now requests that cooperating exercise the option of indicating their races and ethnicities.

Evidence of the unit's commitment to preparing candidates to work with a broad spectrum of student populations is witnessed by the composition of school sites utilized for field placements.

At the undergraduate initial level of preparation opportunities for work with diverse faculty and administrative professional have been hampered by the under representation of racially and diverse professionals in the region's schools. Currently, the percentage of professional staff does not exceed three percent. Nonetheless, the unit has sought and received approval from the principal of one of nation's most diverse high schools, South Side High School, located in the Fort Wayne Community School district, to pilot a diversity initiative with the high school faculty. The initiative, now in its nascent phase, is simple in its intent and design. In collaboration with South Side High School, the unit will systematically provide candidates with opportunities to work with racially diverse faculty. In Spring semester 2009, a pilot diversity initiative is planned for secondary education candidates. In the meantime, the unit continues efforts to secure contacts with diverse faculty for elementary education majors.

At the advanced level of preparation, most candidates in the Department of Education are employed full-time in area schools. As such, the racial and ethnic diversity they encounter in schools cannot be ensured. Therefore, to ensure that all candidates receive the opportunity to work with diverse student populations, the Department of Education has developed, but not yet implemented, an diversity component at the advanced level that will require advanced level candidates to work with schools and / or community agencies that serve diverse populations.

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:

Standard 5. Faculty Qualifications, Performance, and Development
Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:
None cited

The unit's faculty members continue to validate their professional qualifications through a broad spectrum of scholarly, service, and professional development endeavors.

Among the accomplishments of faculty during 2007 – 2008 are the following:

Dr. Richard Avdul, Professor Emeritus, Director of Field Experiences
Dr. Richard Avdul served on the School Improvement Committee for Haley Elementary School in Fort Wayne.

Connie L. Collins, Assistant Professor
Instructional Support for the University of Saint Francis and the Indiana Department of Education

- Purchased and placed over 73 book titles into the Children's Library section to increase the number and diversity of award-winning titles. These titles increase the richness of cultural diversity-focused books found in the previous library selection.

- Member of the Education Symposium development team. Education Symposium is intended to present current trends, practices, and needs of the teacher candidates in the Department of Education's undergraduate as well as in other SOPS programs.
- Attended Curriculum Council Meetings at Region 8 to better understand and prepare for the needs of districts in the surrounding area where USF pre-service candidates are placed and employed.
- Community Book Study: Shame of the Nation by Kozol (September 2008 - Parents, teachers, principals, grandparents)

Additional Professional Development Offerings/Trainings

Co-Presenter/Poster-Presentation; Robin Peterman and Connie Collins
 Poster Topic: Levels of Service (LoS)
 National Association of Gifted Children (NAGC)
 Minneapolis, Minnesota
 November 2007

Gifted and Talented Program Development and Curriculum Alignment Consultant for East Noble Community Schools District 3-12, includes:

- Monthly meetings with Planning Committee to plan and develop programs for the 2007-2008 school year.
- Online conferences/chats for state Department of Education alignment and curriculum considerations.
- June training sessions for district faculty.

Differentiated Curriculum Planning and Implementation: Strategies for All Students, Fairfield Community Schools K-12, June 2008.

Training session for faculty, staff, and administration

Serve as an NCATE Accreditation Member for Gifted and Talented

I have been accepted to sit on NCATE accreditation teams for review of university programs in the area of Gifted and Talented instruction/curriculum concerns for 2008-2009. Acceptance and initial assignments were awarded in spring of 2008.

Pre-Teacher Symposium at USF: Meet the Principal, November 2007

Principals and teachers from surrounding districts came to an open-round table forum to answer questions posed by USF students. Support was provided by department faculty from USF.

Coaching to Support Differentiation, Spring 2008

Consultation for Dr. Deb Jones, Superintendent, Maconaquah School Corporation.

Provided initial coaching/training for future instructional coaches responsible for K-12 elements of differentiation.

Rtl Center/Certificate Program Development

Response to Intervention (Rtl) Certificate Program

This 5 course online certificate program allows for graduate students to earn a certificate while pursuing license renewal on subjects specific to the IDOE recommended intervention strategies. The course work is designed to collaboratively provide service from the SoPS by offering specific course assignments for teachers, counselors, social workers, and administrators who may be in need of/under state mandate to receive additional training on Rtl. This certificate program was designed and developed under the blessing of the Indiana Department of Education, and is currently the only certificate program of its kind offered in the state. Dr. Jane Swiss assisted with all state contacts and movements for state support in the certificate program development.

The first course in the Rtl certificate program was offered during Summer II session of 2008.

Courses Developed include:

- EDUC 650 Strategies for High-Ability and Gifted Students: Practices and Philosophies of Education and Instruction, 3 credit hours
- EDUC 567 Authentic Creative Assessment: Showing Student Growth through Data, 3 credit hours
- EDUC 645 Reflective Tools of Intervention, 3 credit hours
- EDUC 575 Leveraging Interventions into Practice, 3 credit hours

Grants

TEACH 21 Grant and Development, Spring of 2008

Awarded by CIC in conjunction with the Teach21st Century organization

This grant provides training/opportunities to collaborate with other university programs accepted into the grant that service pre-teacher candidates on effective instructional methods of integrating technology with classroom practice. The focus of this grant is to provide "records of practice" that can be used by other faculty and students to align, analyze, and respond to effective practices and methods of instruction. The grant was is on-going, to date. It was co-authored by me with Dr. Dan Torlone and Dr. Jane Swiss on behalf of the Education Department. This information, along with that collected by the other participants of the grant, is

available on a free website as a form of community service sharing.

Mark Friedmeyer, Assistant Professor; Chair, Department of Psychology and Counseling; Director, School Counseling Program Participated in the Indiana Department of Education's Indiana School Counselor Leadership Network. This involved a number of state-wide meetings throughout the year to help the Department develop goals and objectives for the further development of legislative initiatives and programmatic changes.

Attended the annual Indiana School Counselor Association Conference, and hold membership in several professional organizations, including:

- American Counseling Association
- Indian Counseling Association
- American School Counselor Association
- Indiana School Counselor Association
- Association for Counselor Education and Supervision
- Association for Specialist in Group Work

Attendee at the Indiana Department of Education Regional School Counselor Workshop in October of 2007. This workshop provided the most up-to-date information about changes in state law concerning education and school counseling, as well as providing information about new materials and activities available to school counselors. I acted as host since the meeting was held at USF.

Service includes membership on several campus committees:

- Graduate Council
- Campus Technology Committee
- Risk Management Committee
- SASS Advisory Committee
- Connect-ED Task Force

In the community, service includes work on the Columbia City High School Gold Star Advisory Council. As a member of the advisory council, I was able to assist the school personnel in completing the process for reforming the Guidance Office to meet the Gold Star School requirements for the Indiana Department of Education. The school received the Gold Star designation this summer and will also receive the American School Counselor Association national recognition as a RAMP school.

Also, community service includes service on the Advisory Board for the Peace Connection. This organization is attempting to bring conflict mediation to the schools through a proactive training process. The program is currently developing into a free-standing, non-profit organization.

Nancy Hankee, Assistant Professor

Accomplishments and Successes:

- The 2nd Annual Best Practice Showcase doubled in size.
- Organized the Northeast Literacy Council
- Blooming Readers grew. Three schools were added.
- A literacy poster session was scheduled in the fall of 2007. Students presented posters focusing on literacy practices. Three students were sent to the Indiana Reading Conference to present their posters.
- Ask the Professor - planned fall 2008.
- Bowling for Books - raised \$200 for Blooming Readers
- Continued the mentoring program for EDUC 140 students with Educators In Action's assistance.
- Dr. Hernandez and Mrs. Hankeetook students to Ball State's Lending library as a "field trip".
- Presented to the Literacy Council - Region 8 - Lexiles
- Member of the IRA's Classroom Teacher Awards and Professional Development Committee
- Presented a workshop "Struggling Readers" for St. Vincent School
- Helped organize and present at the Irwin Parents evening
- Coordinated the Children's Hope House Service learning event for MLK Day.

Dr. Ann S. Hernandez, Professor, Director of Elementary Education

Dr. Ann S. Hernandez, Dr. Marlaine Chase, and Mrs. Jeanne Sheridan, all Academic Program Directors, attended the AACTE/NCATE training session September 17-20, 2008.

Hosted Presentation by USF Alumnus and Doctoral Candidate, Chad Rose. "Bullying and Victimization Among Students in Special and General Education: Does Program Involvement Matter?" University of Saint Francis. October 3, 2008.

Organized candidate participation in Marcy Cook Teaching Math Seminar, Spring 2008.

Member of planning committee for Governor's Conference for Volunteerism

Dr. Ann Hernandez was involved in three academic endeavors in which she either co-presented with teacher candidates or

prepared teacher candidates for independent presentations. (1) The 2008 Governor's Conference for Volunteerism in Indianapolis, in tandem with six USF teacher candidates; (2) Service Learning National Gathering in Monterey, CA; (3) Presentation on Service Learning at the USF Faculty Development Day.

Dr. Hernandez also accompanied students to a math methods workshop in Indianapolis and to workshop for science teachers at Science Central in Fort Wayne.

Dr. Hernandez was one of four USF faculty presenters at Alvernia College for the 2008 Franciscan Symposium.

Dr. Hernandez presented on the topic of Bloom's Taxonomy to the faculty of St. Jude's Catholic School.

Dr. Hernandez served in several capacities for university and community causes, among them:

1. Co-Chair, USF's annual "Acting on the Dream" event to commemorate the life of Dr. Martin Luther King, Jr.
2. Member of the Indiana Campus Compact Organizing Committee
3. Member of the USF Service Learning Taskforce
4. Secretary to the Executive Board of Science Central.

Dr. Hernandez was the recipient of the School of Professional Studies' Lifelong Dedication to Outstanding Teaching Award.

Jeanne Sheridan, Assistant Professor, Director of Secondary Education

Mrs. Jeanne Sheridan attended a workshop on autism sponsored by the Indiana Special Education Administrators' Services Project.

Dr. Daniel J. Torlone, Associate Professor, Chair of the Department of Education

Professional Advancement

Received both university tenure and promotion to the rank of Associate Professor in 2008.

Conference Presentation

Torlone, D.J. and Swiss, J. "Can we...? Should we...? How do we...?": Assessing Educators' Dispositions during Professional Preparation". This presentation documented the challenges faced in validating measurement of dispositional behaviors considered essential to professional competency. Hawaii International Conference on Education. January, 2008.

Grant

TEACH 21

Awarded by CIC in conjunction with the Teach21st Century organization

This grant provides training/opportunities to collaborate with other university programs accepted into the grant that service pre-teacher candidates on effective instructional methods of integrating technology with classroom practice. The grant was awarded in Spring of 2008 and is on-going to date. I co-authored the grant in collaboration with Ms. Connie Collins and Dr. Jane Swiss, on behalf of the Education Department.

Accreditation

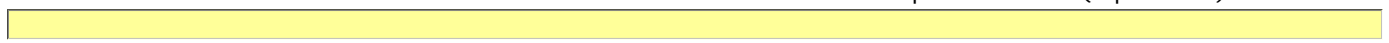
Received approval by the State of Indiana in two areas related to the NCATE re-accreditation process:

1. Ten of ten programs submitted for Program Review were approved through the State of Indiana's Program Review process.
2. The Department's Unit Assessment System (UAS) was reviewed favorably by the State. Guidance was provided for further development of the UAS in preparation for 2009 – 2010 re-accreditation requirements (Institutional Report and Team Visit).

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



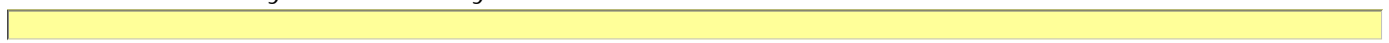
Please indicate how the unit has addressed these Areas for Improvement (Optional).



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.



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

1. The unit does not formally ensure collaboration with its P-12 partners in the design, implementation, and evaluation of programs.	(ITP)	(ADV)
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Please indicate how the unit has addressed these Areas for Improvement (Optional).

As noted in Standard 3, "Areas for Improvement":
The Department of Education continues to formally consult cooperating teachers to ensure the quality of student teaching experiences. Two times per semester the unit holds training workshops with cooperating teachers both to orient them to the current student teaching program and to officially solicit their recommendations for improving the program. As a result of recommendations from cooperating teachers, the undergraduate student teaching program increased the number of student teaching seminars from four to six, incorporating topics such as, gifted and talented education, curriculum mapping, Individual Education Programs (IEP's) and Behavior Intervention Plans (BIP's), Response to Intervention programs, and legal issues confronting today's teachers.

In Fall 2008, the Teacher Education Advisory Council (TEAC) participated in a workshop conducted by the Department of Education faculty. During the workshop, TEAC members reviewed the current Conceptual Framework with peers and Department of Education faculty, to clarify, offer substantive suggestions for revision, and validate the integrity of the Framework. TEAC's participation provided the Department with invaluable guidance in clarifying both the narrative and performance outcome components of the Conceptual Framework.

In 2007 – 2008, the groundwork was laid to expand both the composition and model of the TEAC. The membership now comprises faculty, administrators, and veteran educators from the four Allen County public school corporations as well as two major Catholic High Schools. Expanding its role beyond that of traditional final-stage approval body for unit changes, the model of TEAC has been re-envisioned. The more all-encompassing model will connect TEAC members with Department of Education faculty at early stages of program revision, charging them with specific tasks such as the re-design of field evaluation instruments.

In the School Counseling Program, the School Counseling Program (SCON) Advisory Council continues to provide suggestions for program improvement. Several improvements were implemented as a result of the SCON Advisory Council. These include: a list of opportunities to guide field placement supervisors in ensuring that their counseling candidates have broad exposure to the educational setting; formulations of a list of topics to be explored in courses prior to field placements; and, advisement on the revision process of the School Counseling Practicum / Internship Evaluation form and the Assessment of Professional Dispositions form.

If you have another comments, use the space below:

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