



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:	F09
Last Accreditation Visit	S03
Deadline to Submit Final	11/06
Version of Part C:	

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 2005-06 academic year, the Department developed candidate outcomes for each component within the Conceptual Framework for graduate programs. In order to assess/measure performance of candidates as related to the CF outcome statements, the Department developed and aligned signature assignments with each outcome statement on both the graduate and undergraduate levels. The signature assignments will become mandatory components of the performance-based portfolio.

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.

As stated above, the Department developed and aligned signature assignments for each area of the Conceptual Framework (undergraduate and graduate). The academic year 2005-06 focused on graduate level programs. Strand II in the USF Conceptual Framework is Knowledge of Content. Within this component, signature assignments as related to assessing content knowledge were developed for the skilled and distinguished graduate portfolio. Graduate programs include Mild Intervention, School Counseling and, Intense Intervention.

Examples of signature assignments include a research-based paper on instructional theory and design and the practitioner interview.

The comprehensive review of the professional education and core curriculum for all Teacher Education programs continued for both the undergraduate and graduate levels. Again, the selected signature products for identified courses (per the UAS directed data that is collected, aggregated, and analyzed) will become required portfolio artifacts for Teacher Education candidates. The required portfolio signature products will both forward consistency and reliability to the comprehensive performance assessment of candidates.

Finally, the University of Saint Francis participated in the State Program Review Pilot for the Social Studies content area. This process put the Department's system for assessing content knowledge through the rigors of the review. While the program review process was modified, the Department gained insight as to the effectiveness of the tools used to assess candidate performance and the data analyzed and utilized to guide curricular recommendations.

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 academic year 2005-06, the Department of Education participated in the State's Pilot Program Review. The process utilized the data that has been systematically collected, aggregated, and analyzed through the unit's assessment system. The Department was able to reflect on the effectiveness of the mechanisms created to obtain data as well as the data's usefulness in guiding the Department in assessing candidate and program effectiveness.

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 and revise its unit assessment system (UAS) structure. The UAS demonstrates the systematic collection, aggregation, and analysis of data. The analyses are used to evaluate each program and the overall Department. Finally, recommendations are considered and implemented to improve the effectiveness of the Teacher Education Program.

During the Department's annual NCATE retreat which occurs at the beginning and end of each academic semester, faculty submit data supporting candidate attainment of skills for aggregation and complete an analysis of that data. Factors are reviewed according to the type of data (i.e., assessment of professional disposition) to determine trends which may result in overall program and Department recommendations. These recommendations are presented to the Department, the Teacher Education Committee, and the Teacher Education Advisory Council. For example, the result of the analysis of the 2005 Assessment of Professional Potential indicated some items were consistently not observed and other items were too broad to formulate specific recommendations. As a result of these findings, the recommendation from the Department was to develop a new Assessment of Professional Disposition Evaluation tool for undergraduate and graduate programs.

Other UAS improvements relate to systematic collection, aggregation, and analysis of data. The software application, One Note, was implemented Fall 2005. This application allows the Department to store UAS analysis reports and minutes from Department meetings and committees. Additionally, it has the ability to code important proceedings or actions for retrieval and documentation for our History of Change.

The Department of Education, supported by the Teacher Education Committee, followed the recommendation of Academic Computing to purchase TaskStream. TaskStream became the assessment tool for the USF comprehensive Teacher Education portfolio for both the undergraduate and graduate levels. Implementation began by submitting our revised Conceptual Framework to be entered into TaskStream. Next, faculty in the Department constructed rubrics through TaskStream's Rubric Wizard for their signature assignments (described in the Conceptual Framework & Content sections of this report). The signature assignments and their corresponding rubrics are consistent with the three levels of the portfolio (initial, developing, and proficient for the undergraduate programs and skilled and distinguished for graduate programs). The first courses entered into TaskStream were those at the initial level. This process will continue until all courses with portfolio signature assignments for each level of the portfolio (undergraduate and graduate) are entered and activated.

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 analyzed the first year of data from the revised “Student Teacher: Cooperating Teacher Satisfaction Survey” and “Student Teacher: University Supervisor Satisfaction Survey”. Candidates are directed to rate the value of the assistance received from their cooperating teacher and university supervisor using a scale of 1-5. The results obtained from the 2005-06 academic years were taken to the annual University Supervisor, P-12 Cooperating Teacher and Administrator Seminar and shared with the attending P-12 stakeholders. 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).

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

The revised student teaching application and timeframe (approved by the Teacher Education Committee and Teacher Education Advisory Council Fall 2004) allowed the Director of Field Placements to request with greater confidence appropriate settings for candidates. The aforementioned surveys developed Spring 2005 and approved by the Department faculty and cooperating teachers in Fall 2005 were implemented during the academic year 2005-06. Bearing in mind these surveys were 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, the analysis conducted after the first year of implementation did provide areas for potential recommendations for the Department to consider such as specific teaching activities and management techniques. However, due to the small number of respondents (38 and 31 respectively), the Department decided to review the academic year 06-07 feedback prior to making recommendations to the Department and advisory committees. The areas of consideration already gleaned from 2005-06 provide a base from which the Department will derive developing trends.

**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 Department of Education met with local schools (Northside High School and

Northwood Middle School) 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 was implemented Fall 2005.

The following projects were implemented beginning Fall 2005. The Department, in conjunction with Bloomingdale Elementary, 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 and as a result provides 3,000 books to Bloomingdale students.

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 involved parents, students, and teacher candidates in a variety of reading activities.

Finally, the Department continued Math Night at Lindley Elementary for the sixth year.

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 Department of Education faculty and candidates presented a service learning project at the national conference on service learning in Long Beach, California.

The University of Southern Indiana and the University of Saint Francis Departments of Education planned a collaborative course in which students through video conferencing will complete selected course requirements. Implementation is scheduled for Fall 2006.

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

According to last year's report, the Department noted several initiatives through which USF candidates would have opportunities to interact with faculty from diverse racial and ethnic backgrounds. The successful implementation of these initiatives is as follows.

1. 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. South Side has the highest diversity of faculty/administration in the Ft. Wayne area. The course was implemented Fall 2005.
2. 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. This project was implemented Fall 2005.
3. The Department met with two local schools (Northside High School. and Northwood Middle School.) to discuss, design, and plan field-based experiences that includes 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 are required. The additional practica experiences described above, with the intent of extending opportunities for Teacher Education, was implemented 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 tracking sheet should be revised to more clearly articulate the purpose and activities to be experienced by candidates. Revised practica and internship evaluations were completed. These evaluations are being piloted Fall 2006 and Spring 07.

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 University recognizes its responsibility to prepare candidates to work with P-12 students from diverse backgrounds. In doing so, the University partnered with Starr to host a community lecture and training sessions on "Racial Healing" conducted by trainers from Starr. In addition, the university applied for and received approval for issuing CRU credits for those attendees interested. Unfortunately, in spite of USF efforts, the community response did not support the lecture and training session.

A second effort intended to provide diverse P-12 opportunities for candidates was a collaborative effort between Indiana's Region 8 Center and the University to write a grant that would provide reading applications to assist struggling readers. The collaborative venture included 11 school districts with a focus on middle school level students.

**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 having newly adopted a School – within - University structure, was awarded a grant through the Lilly Endowment to develop Centers for Excellence in each of the six 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 did pursue the following as of 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:

Under the University's new school structure (began Fall 2004), during the academic year 2005-06, the Department of Education began the implementation of the state approved Pre-K Exceptional Needs Licensure Program and the Intense Intervention Program. Next, the building in which the School of Professional Studies, Department of Education will be housed is being renovated. The building is predicted to be completed by Fall 2006. Finally, the Department added a practicum (EDUC 211) to address the need for candidates to have placements in the appropriate to program school settings. This practicum

will provide such experiences for candidates who switch programs after the second practicum experience (EDUC 201) and the All-Grade Exceptional Needs.

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 academic year 2005-06. 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 designed, and implemented.

- 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. South Side has the highest diversity of faculty/administration in the Fort Wayne area. The course was implemented Fall 2005.
- 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 provided 3,000 books to Bloomingdale students. This project was implemented 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 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 are required. Implementation began 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?
program completers for the 2005-06

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