Section 1 - Institutional Information

- NCATE ID: 10598
- AACTE SID: 4280
- Institution: University of South Florida
- Unit: College of Education
- Next Accreditation Visit: 2006
- Last Accreditation Visit: 2000
- Deadline to Submit Final Version of Part C: 11/18/2005

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:

The new COE conceptual framework was completed and adopted in fall 2004, and articulation and dissemination of the framework began in Spring 2005. Candidates are introduced to the framework in new student orientation at the start of each semester, and in courses; all COE syllabi now incorporate a conceptual framework statement.

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

The conceptual framework lacks coherence and is inconsistently articulated. See above and 2004 Annual Report.

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.

The 2003/2004 Title II report shows an overall 99 percent pass rate on the state licensing exams.

Additional candidate performance data generated by the unit’s assessment system will be provided in the Institutional Report for the April 2006 NCATE/FLDOE site-visit.

New cohorts of candidates in Elementary and Special Education are participating in the Laptop Initiative. See 2004 Annual Report, and Institutional Report for spring 2006 site visit. Feedback from participants indicates that the initiative is increasing candidates’ skills in integrating technology into their teaching. The Laptop Lounge provides support for candidates participating in the Laptop Initiative by offering workshops in the use of various technologies and software.

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 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.

As part of the new unit assessment system, a number of programs have implemented the Chalk & Wire e-portfolio as method of assessing candidate work and tracking individual candidate performance and aggregating performance data across cohorts of candidates. In spring/summer 2005 Elementary Education, Physical Education, Educational Leadership, School Psychology and Gifted Education piloted the e-portfolio. Several other programs will start implementing the portfolio in spring 2006:
Special Education, Foreign Language Education. A Chalk & Wire Help Desk has been set up to provide technical support and training in the e-portfolio and software applications.

The unit has designed and implemented a Dispositions Assessment Instrument based on the dispositions outlined in the Conceptual Framework. Candidates self-assess on a number of statements keyed to the six conceptual framework dispositions and faculty assess the candidate as well using the same survey. When faculty have concerns about candidate dispositions, the faculty member and candidate meet to discuss the concerns and develop a plan for remediation.

The COE Technology Committee, with faculty in Measurement and Research and Instructional Technology are developing a unit technology assessment system with a view toward better integration of technology into teaching and learning to help candidates and faculty meet the expectations of NCATE and state standards, as well as to inform the unit’s planning and budgetary needs. A number of surveys designed to gather data from faculty, initial teacher preparation candidates and school based personnel have been developed and piloted. A School Technology Specialist Survey was designed to gather information about technology hardware and software availability and use in the schools where candidates are placed for internship and field experiences. The surveys, piloted in fall 2004 and spring 2005, incorporated the ISTE Essential Conditions for effective integration of technology, and the ISTE standards for teachers. Data from the surveys will be available in the Institutional Report and exhibits for the spring 2006 on-site visit.

In 2005, graduate programs college-wide reexamined the use of the GRE as an admission requirement. Some programs have kept the GRE as an admission requirement, others do not require the GRE. The reexamination followed the university’s decision to no longer require the GRE as an institutional admission requirement beginning in 2006. Individual colleges were given the option of whether or not to require the GRE for admission. Rather than adopting a college-wide GRE admission policy, the COE Graduate Programs Committee decided to leave the use of the GRE to the discretion of individual unit programs. Programs made decisions after considering the data and research regarding the appropriate use of the GRE and its validity and reliability as a predictor of candidate success.

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

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:

No changes.

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

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:

The College of Education continues to recruit a diverse student body. In 2004 -2005, overall student diversity in the COE showed increases over the previous year. In an effort to continue to increase the diversity of the student population, candidate recruitment and retention has been identified as one of two areas of focus for the COE Diversity Committee.

Of eight new faculty hired in 2005, seven are tenure-track, one is non-tenure track, four are male, four female, and three are from underrepresented groups.

In 2004, continuing into 2005 the Research/Inquiry Working Group/ Multi-Cultural Teaching Competence subcommittees of the Diversity Committee, with other unit
faculty undertook an audit of unit program syllabi to determine the level at which diversity related themes and knowledge and skills related to multicultural teaching competence are infused into unit coursework. A coding system was developed to ensure inter-rater reliability in determining the depth and breadth of infusion in each course. Focus groups with faculty were also part of the audit. Data from the audit (available for the April 2006 on-site visit) will be used to help faculty determine how to better prepare candidates in multicultural teaching competencies. Multicultural teaching competence is the second area of focus identified for the COE Diversity Committee.

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

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:

Faculty continue to be active in scholarship and service. In 2004-2005, faculty scholarship included:

198 refereed articles
10 scholarly books
23 text books
129 book chapters
27 published instructional materials
213 national competitively selected presentations or lectures
73 international competitively selected presentations or lectures

96 faculty were elected or appointed to professional society offices
97 faculty serve as editors/co-editors or board member for professional journals

Faculty engaged in 109 community service or volunteer activities. A full report on scholarship, service and professional development will be included in the Institutional Report for the April 2006 site 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:

For the second year in a row, the College of Education was ranked in the top third (60 of 249) of graduate schools of education granting doctoral degrees by US News World Report.

There were no changes in the governance structure of the unit. There were no significant increases or decreases in the unit budget.

Programmatic changes include:

The School Counseling program has received CACREP accreditation.

Two new MAT programs in secondary mathematics received state approval in 2005: MAT grades 5-9 mathematics, conditionally approved in 2003 has received full approval, and MAT grades 6-12 mathematics has received full approval. The 6-12 program is just beginning to admit students; there will be no graduates from this program at the time of the on-site visit in spring 2006.

The Physical Education Department plans to implement an on-line MA degree in Physical Education in January 2006. The new degree will be more oriented to practicing teachers, emphasizing classroom-based projects and action research. Currently, the degree program combines students who are licensed practicing teachers, as well as those employed outside of the p-12 schools.

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

*Advanced Only* The number of faculty is not sufficient to support doctoral programs.

Please indicate how the unit has addressed these Areas for Improvement...
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?
1058

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 2004-2005 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.)

Enter the Name of the Person Filling Out the Report: Pam Magasich