2007 Part C of the AACTE Annual Report

Section 1 - Institutional Information

| NCATE ID: | 10598 |
| AACTE SID: | 4280 |
| Institution: | University of South Florida |
| Unit: | College of Education |
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Section 3 - Completer

The total number of candidates who completed education programs within NCATE’s scope (initial & advanced) during the 2006-2007 academic year?

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 2006-2007 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.)

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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.

A new associate dean for academic affairs was appointed in the fall of 2006, following the departure of the former associate dean for academic affairs to accept the dean’s position at another institution.

In 2006, the college appointed an associate dean for research, who also serves as the director of the Anchin Center, a research and service center focusing on urban school issues and reform.
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:

No changes

Section 6. 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.

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.**

The College of Education continues to operate its assessment system through the collection of program level data using the Chalk and Wire e-portfolio, and unit level assessments of dispositions, and surveys of candidates, graduates, and school personnel.

Since the 2006 NCATE visit, more programs have begun to use the Chalk and Wire e-portfolio, for a total of 24 programs now using the system. Data from the e-portfolio, and unit-wide assessments (surveys) are now being disaggregated by campus wherever possible.

As part of the unit’s technology assessment system, surveys based on the International Society of Technology in Education (ISTE) standards of University Supervisors, Cooperating Teachers and Candidates completing their final internship in the Childhood Education, Special Education and Secondary Education programs were conducted in the spring of 2006. The surveys provided an overall “snapshot” of candidate skills in the use of technology, allowing the COE to identify areas of candidate strength with regard to technology, as well as areas where they may need more practice, specifically in using technology-based assessments, and designing technology enhanced lessons. As noted in Standard 1, the number of candidates enrolled in the college’s Laptop Initiative has more than doubled since spring 2006. It is expected that with more candidates now having the opportunity to use laptops as an instructional tool, and the content available on the iTunes site, that candidates will be able to increase their skills in these areas.

The “Assessment Committee” as constituted at the time of the 2006 visit is being replaced with committees with specialized, or focused charges to address particular issues related to assessment, and programmatic changes. A committee of faculty, university supervisors and cooperating teachers has been appointed to review and revise the College of Education Internship Assessment Instrument, and consider ways in which candidate “impact on student learning” might be more authentically assessed.

In response to revisions in the state statute governing initial licensure programs (Rule 6A-5.066; in Florida, this includes advanced programs such as Educational Leadership, School Counseling, and School Psychology), programs are re-examining their curriculum in light of the changes to the state’s Core Curriculum requirements; the college has established a faculty committee, the “Rule 6 Committee,” to consider the broad implications of the revised rule, as well other state and federal mandates impacting licensure programs.

**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 7. 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:**

Interns continue to be successful. Of the 1,006 candidates completing the final internship experience from spring 2006 through fall 2006, 997, (99 percent) passed.

**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:**

In 2006-2007, three of six faculty hired were from underrepresented groups (including faculty on Tampa, Lakeland, and Sarasota/Manatee campuses)

Overall College enrollment of candidates from underrepresented groups has increased as compared to data reported in the NCATE IR for the spring 2006 visit. The 2006-2007 enrollment data show 27 percent of undergraduate candidates on the Tampa campus are from underrepresented groups, an increase of two percent. Similarly, enrollment of graduate candidates from underrepresented groups also increased by two percent, to approximately 25 percent of candidates. On the Sarasota campus, enrollment of undergraduate candidates from underrepresented groups increased from 11 percent to 14 percent, while remaining approximately the same at the graduate level at 15 percent. While overall diversity decreased slightly on the Lakeland campus, a larger proportion of Hispanic students are represented, increasing by four percent at the undergraduate level, and two percent at the graduate level. (USF InfoMart, Annual Unduplicated Headcount, Declared Majors)

The Diversity Committee has planned and conducted a series of forums “Creating Teaching Opportunities from Critical Issues” intended to help faculty, candidates, as well as P-12 education professionals develop awareness and competence in addressing and discussing issues that impact diverse populations. In 2006, a series of three forums were held on the Immigration Debates; for 2007, the Committee planned three more forums focused on: “Challenging Heterosexism in the Classroom.” Panelists participating in the forums include faculty, candidates, P-12 school personnel, students, and parents.

Following up on faculty focus groups sponsored by the Diversity Committee in 2005-06, feedback showed that faculty members would be interested in professional development activities related to “cultural competence.” The committee is currently looking at ways in which to enhance efforts to train “culturally competent” educators beyond what is offered in traditional programs. In addition to professional development for faculty, the committee is exploring possibilities for in-depth experiential, field based opportunities for students to facilitate growth in “cultural competence.”

In January of 2007, the college was recognized on the USF Diversity Honor Roll by the University Diversity and Equal Opportunity Office for its strong commitment to diversity as reflected by the activities of the Diversity Committee and community involvement.

**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:**

Scholarship:
In the fall of 2006, the unit appointed an associate dean for research. The Office of the Associate Dean for Research assists faculty in seeking, securing and processing research grants. The office publishes a monthly ADR Newsreport to keep faculty apprised of research grant issues and opportunities, and publishes the Research Grants and Contracts Faculty Guide. The office also administers the College of Education’s Mini-Grant Research Program, now in its third year. The program provides opportunities for new and experienced researchers to secure internal funding to support research interests. All tenured and tenure-earning faculty on all campuses may apply for mini-grant funding, which ranges from $2,500 to $5,000 per grant to be applied on a 12-month award. 16 faculty received mini grants in 2006, and 19 faculty received them in 2007, for a total of $163,451.
From 2005-2007 (only partial 2007 data available at the time of this report), faculty produced 146 books or book chapters, 241 journal articles and 44 other type publications. In addition, faculty made 515 presentations, received 19 professional honors or awards. Faculty were represented on 65 college, university or professional organization governance committees, and engaged in 114 other professional service activities.

Teaching:
In the Student Evaluation of Instruction conducted each semester, faculty on all campuses receive high marks from students. In rating faculty (poor, fair, good, very good, excellent) on eight indicators of teaching, for the three semesters Spring 06, Fall 06 and Spring 07, over 80% of students indicate their faculty are “Very Good” or “Excellent,” with over 60 % of candidates indicating faculty are “Excellent.”

Professional Development:
As noted in Standard 1, the COEDU was selected as a pilot for USF/iTunes University. As part of the dean’s COEDU Podcast Incentive Program, 27 Tampa faculty members received iTunes Initiative Awards to investigate innovative teaching methods incorporating podcasts.
In addition to faculty and staff being awarded travel funds by their respective departments to attend professional meetings, the dean supplemented requests by faculty members to present at a regional, national, or international conference.

Service & Collaboration
Selected recent initiatives in service and collaboration include:

• The Special Education Department received grants from the US Department of Education to address the need for more, highly qualified special educators:
  • Project EXPERTISE (Expert Teachers Instructing Students Exceptionally) to enhance initial preparation programs (undergraduate and MAT) to prepare special education candidates to meet the “highly qualified” requirements of No Child Left Behind for subject area and grade level preparation. Special Education faculty, in collaboration with Childhood and Secondary Education faculty, and school personnel will investigate ways in which programs and curriculum can be modified to not only better prepare Special Education candidates, but also provide opportunities for Elementary and Secondary candidates to gain more experience with special populations, and to collaborate with special education colleagues.
  • Project PRECISE (Preparing Regular Educators for Certification in Special Education) enabling the College to recruit 50 students from diverse backgrounds for the master’s degree program in special education. Special Education faculty will work closely with surrounding school districts to address a critical shortage of special-education professionals and the need for highly qualified teachers certified in both secondary-education content and special education, and educators from underrepresented groups. Students selected for the program will be funded for 24 months. The project will include a weekly professional development seminar to address issues and trends in diverse educational settings including diversity, cultural competence, family engagement, and reflective practice. The seminars also serve as a forum for discussion of critical incidents and peer mentoring.

• The College of Education, in partnership with Hillsborough County Schools and community non-profit and government agencies, and businesses has formed the Tampa Bay Educational Partnership. The purpose of the partnership is to fund and conduct activities and research that benefit children, families and communities and advance the scholarship agenda of faculty. College personnel together with Hillsborough School personnel have visited funding agencies in Washington D.C., including the National Science Foundation and the U.S. Department of Education. For fiscal year 2006-2007, the partnership has generated over $1.3 million in grants. The largest portion ($1.2 million) has been for the ACE (Achieving through Content Expertise) project, a grant from the Florida Department of Education aimed at increasing mathematical expertise of district elementary and secondary math teachers.

• Project SUCCEED, a Florida Department of Education grant, provides funds to attract prospective math and science teachers into the MAT program. Candidates are supported with career advisement, tutoring and test preparation, and job placement.

• The College of Education and the College of Arts and Science have developed a five year BS to MAT program for CAS undergraduates allowing them to begin the MAT after completion of 90 undergraduate credit hours.

• The Department of Educational Leadership and Policy Studies has been selected as one of two dozen Colleges of Education to participate in the Carnegie project on the Education doctorate.

• The Department of Educational Leadership and Policy Studies has worked with local school districts to develop cohorts of district personnel seeking the M.Ed. or Ed.D degree in Educational Leadership. Currently, there are five master’s cohorts and two doctoral cohorts. Coursework is offered off-campus at locations convenient for school personnel, and on-line.

• The College became a member of the Council of Great City Schools. The dean and other COE personnel have attended the Council conferences with Hillsborough County Schools superintendent and other district personnel.
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.*

A new associate dean for academic affairs was appointed in the fall of 2006, following the departure of the former associate dean for academic affairs to accept the dean's position at another institution.

As noted in Standard 5, in 2006, the college appointed an associate dean for research, who also serves as the director of the Anchin Center, a research and service center focusing on urban school issues and reform.

A new Faculty Council (formerly College Council) constitution was adopted in summer of 2006. The council includes the Undergraduate and Graduate Programs Committees charged with reviewing academic programs and making recommendations on the curriculum, including the creation, modification, or elimination of courses and programs, the Promotion and Tenure Committee, charged with college-level review of candidates for tenure and promotion and for the college-level screening of distinguished-professor and similar selections as needed by the dean.

The Technology Action Group (TAG) was established to coordinate the unit’s technology efforts and to provide recommendations to the dean on issues related to enhancing support for the faculty’s efforts to incorporate technology into their teaching and research. Several subgroups have been formed to examine specific technology-related matters: Laptop Policy, Teaching Computer Labs, and Distance Learning.

In the fall of 2006, the Sarasota campus opened new facilities including more classroom space, new faculty offices, and state of the art technology, including wireless Internet throughout the campus.

On the Tampa campus, the School of Physical Education, Wellness and Sport Studies opened its new Interactive Fitness Research Lab for children in January 2007. The “XRKade” research lab is designed to investigate the impact of technology-based interactive activities on children’s fitness levels. Interactive fitness known as “Exergaming,” is the use of technology-based interactive activities (including video games) in order to raise physical activity levels in children.

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

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

If you have another comments, use the space below: