

**College of Education Annual Retreat
The Academic Complex, 320**

September 11, 2009

- 8:30 Coffee and continental breakfast**
- 9:00 Welcome, Get Organized and Introductions**
All participants
Expected outcome: The purpose and expected outcome (s) will be reviewed.
- 9:30 The “State of the College”**
Dr. Debra Colley
Expected outcome: Participants will review College data (assessment system); identify strengths and areas in need of improvement (as aligned with the Strategic Plan and NCATE standards). *Special review of data on the integration of diversity across the curriculum (indicators of culturally relevant pedagogy) will be included.*
- 10:45 Benchmarking Assessment: Reports and Highlights**
Dr. Mills, Dr. Kozen, Dr. Vermette
Expected outcome: Participants will review the “top 10”, highlights of assessment work that was based upon external findings and reviews.
- 11:00 Review of Assessment Data: External Program Reviews**
*Faculty Clusters**
Expected outcome: Faculty review findings from each program report (use of assessment input) and confirm action plan and timelines (early childhood and childhood, secondary, educational leadership, counseling and school psychology, special education, literacy, student teaching, innovation). *Assessment roadmap completed/ posted for museum walk.*
- 11:30 Debrief from first program session – Museum Walk**
Expected outcome: Faculty review findings through a museum walk activity.
- 11:45 Lunch**
- 12:15 Program sessions continue**
Faculty Clusters
Expected outcome: Faculty finalize deliverables for 9/15, fall site visit for administration (Ministerial consent), conduct reliability studies (early childhood and childhood, student teaching) and action plans for 2/15 submission.
- 2:30 Report Out and Next Steps**
Expected outcome: Each program area will highlight the specific action plan and timelines for discussion/action. Next steps will be summarized.
- 3:00 Closing**
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Clusters:

School psychology (NASP) and School Counseling – Dr. Augustyniak, cluster facilitator
Drs. Bogner, Kilanowski-Press, Conroy

Educational Leadership – Ontario Administration and Supervision – Tom Donovan, cluster facilitator
Drs. Iannarelli, Polka, Denig, Mills, Bennett

Special education (CEC) – Dr. Kozen, cluster facilitator
Drs. Sze, Brown, Cowden, B. Gallucci

Literacy cluster (literacy, English, Foreign languages) – Dr. Erwin, cluster facilitator
Drs. Erwin, Phillips,, C. Montgomery

Early childhood and children (NAEYC, ACEI) – Dr. Bardsley, cluster facilitator
Drs. Hahn, Cianca, Valentin, Zambon, Huang, M. Ciminelli

Middle/adolescent (Math, Science, SS) – Dr. Sheeran, facilitator
Drs. Heaggans, Hamza, Rinaldo, Smith, Vermette, Smith

Innovation and Development (TV productions for accreditation, PD, distance): P. Wrobel, cluster
Facilitator - E. Pierce, T. Hargrave, C. Wilson, H. Slepko

Student Teaching cluster – Dr. Snider, cluster facilitator
B. Bottoni, B. Buschman, J. D'Angelo, B. Giza, B. McDonald, T. McKissic, D. Moffat, B. T.
Quarantillo, C. Vitali

College of Education

September 9, 2009

2009-2010

A time to...

celebrate our accomplishments and
articulate our strengths and actions
for the future.

Our accomplishments are not “good luck” . . .

- We are a learning organization.
...organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together (Senge).
- It's been about turning this good, learning organization into one that produces sustained great results.
... Sustainable transformations (the flywheel), organizing ideas (our hedgehog), the right people (Collins).
- Our system is in place to measure the quality, to discuss the results, and to improve.
... “You can't manage quality, quality is an output. You can only manage systems.” (Deming)

And there is evidence that we work together . . .

- As a professional learning community
- With a commitment to high quality and continuous improvement; while
- Focusing on the needs of children, youth and families in our community at the center (those most in need).

6 years ago . . .

“I am pleased to inform you [President Levesque] of the Unit Accreditation Board’s decision to continue the accreditation of the College of Education at Niagara University at the initial teacher preparation and advanced preparation levels.”

*Arthur E. Wise
President, NCATE
November 3, 2003 letter to the President*

Almost 3 months ago . . .

“The panel finds that Niagara University’s College of Education program of Professional Education for Teachers, with concentrations in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Professional Studies in Education meets the requirements for continuing accreditation, without conditions, for a period of seven years.

OCT
Accreditation Panel
June 2009, Final Report

Almost 2 months ago

21 programs received
national recognition

NCATE
SPA Reviews
July 2009 (February submission)

Almost 1 month ago

The team finds that Niagara University is ready to offer a degree at this new level (solid foundation, resources and systems, implications of the new role), a Ph.D., and that the proposed program will add value to the students, to the University, and to the region.

*Ph.D. Readiness Team
And External Program Review
August 2009*

The Top 10

- Theory and practice are simultaneously integrated as teachers and faculty share the preparation of teacher candidates.
- We have... "a real partnership and learning experience" – teacher candidates on the visits of supervisors and the time they spent in dialogue about strengths, needs and success in practice
- Demonstration of positive effect on P-12 student learning
- Extensive field experiences and the demonstration of work with diverse students (high needs, ELL's, low SES)
- It's nice to see what's going on and what is cutting edge (and the expectation of research in practice).
- Collaboration of faculty in the design and use of an array of well-designed assessments (reflective process that seriously considered standards) - The program is an authentic assessment process - candidates document their professional growth and development.
- Systemic review of data (very thorough and comprehensive assessment process) and
- The use of results to revise and strengthen programs (we have no reservations about the ability of the College to evaluate the performance of the program).
- Alignment to conceptual framework
- I do, we do, they do – we must be walking role models.

But also,

We have input from the
community we serve.

And now

- NCATE Continuing Accreditation
 - NCATE team visit – Spring 2010

- Renewal of Ministerial Consent
 - Administration and Supervision – 2009

- We have leaders across the organization.

- How will you contribute to this continuing success?

- Jim Mills, NCATE Coordinator

Accreditation

- Professional accreditation is how professions have built their *reputation*.
- Accredited programs set *high standards*, assure that they are met, and undergo *rigorous* external and impartial reviews (professionals, policy makers, the public).
- Accreditation says to others that we *invest* in the program, that it is a force on our campus, that we hold ourselves to *cutting-edge* practice in the profession, and that we are *accountable* for (and knowledgeable about) these learning *outcomes*. We are confident and persistent enough to continuously *improve and change*.
- Our graduates meet high standards and are *well-prepared* - NCATE accreditation is *well-recognized* across the country (82% of the public favors nationally accredited professional schools).

This is our footprint.
What is your contribution to this legacy?

Fall Assessment Retreat

September 11, 2009

Assessment retreat

(a vital component of the assessment system)

Our annual meeting to analyze our performance (based on quality indicators and data related to unit operations, program quality and candidate performance) and to plan for continuing high performance and/or improvements in these areas.

College's Assessment System

.... collecting,

..... organizing,

..... maintaining,

..... analyzing,

..... utilizing

meaningful information.

Outcomes

- Identify strengths and opportunities across goals/standards (unit wide indicators – benchmark with standards rating from '08)
- Complete SPA Assessment Plan (based upon findings from the 26 SPA reports)
 - How should we as a College “tackle” the general findings – the strengths (benchmarking, extending) and the opportunities
 - What are the timelines and snapshot issues for each program area
- Review and approve (program clusters) revisions for SPA conditions.
- Conduct and interpret inter-rater reliability measures – student teaching, course embedded assessments.
- Complete preparation for site visit for Ontario Ministry – Administration and Supervision (M.S. Ed.).

Vision

Our collective vision focuses on . . .

.... Excellence (*high quality and world class*)

.....Transforming the community through education,
(*cutting edge*)

..... Opportunity that is global and diverse

..... Reciprocal and collaborative partnerships

.....Learner and community focused instruction
(*student/family*)

Our mission

To prepare educational and mental health *leaders*, who demonstrate the *knowledge, skills, and dispositions* needed to serve others and who further the values and practices of their *respective professions*. We seek to inspire our candidates, in the *Vincentian tradition*, and to foster core values of professional commitment and responsibility, professional relationships, and critical thinking and reflective practice.

- Conceptual framework:
 - Constructivism
 - Process-product
 - Reflective practice



*College of Education
Conceptual Framework*

Our goals

- 1. Diversity (faculty, students, curriculum and clinical experiences).
- 2. Professional development for faculty, staff, administrators and extension of contributions.
- 3. High standards for all programs (consistently revised and developed).
- 4. Quality candidates and graduates (knowledge, skills, dispositions).
- 5. Professional partnerships and service.

Key Performance Indicators

- Five groups based on the key indicators (annual data report)
 - Structure and governance
 - Diversity
 - Faculty Contributions
 - Candidate performance
 - Partnerships and service
- Identify a facilitator and a reporter
- Review data and improvements
- What do these data tell you?
- Report to the full group on your key findings, reflections, questions, need for more data - do any of your findings support/negate last year's tally?

This year

- Continue demonstration of quality
 - NCATE site visit
 - Ministerial Consent
 - SPA Response to Conditions reports
- Key issues:
 - Undergraduate offerings (tied to enrollment and retention)
 - Departmental redesign – SPA findings
- Program and advancement:
 - Ph.D.
 - On-line offerings – educational leadership, AC courses (Ontario)
 - Meeting educational and community needs: (e.g., success by six and early childhood, developmental disabilities)
 - International follow-up for study, research, exchange – expansion of TESOL

NCATE Unit Standards

- The “unit” is the College of Education.

- Six unit standards:
 - Candidate knowledge, skills, and professional dispositions
 - Assessment system and unit evaluation
 - Field experiences and clinical practice
 - Diversity
 - Faculty qualifications, performance and development
 - Unit governance and resources

Alignment of Committee Charges to College goals and NCATE standards

College standing committee	University strategic plan	College strategic plan	NCATE Unit Standard	State standards
Program and Assessment committee (curriculum committee of College)	Goal 1, Objective C, H	Goal 4	Standard 1	Pt. 52.21(b)(2)(ii)
Diversity Committee	Goal 1, Objective F	Goal 1	Standard 4	Pt. 52. 21 (c) (d) (f)
FQPD Committee	Goal 1, Objective E, Goal 2	Goal 2	Standard 5	Pt. 52. 21 (h)
Field experience and partnership Committee	Goal 3, objective B, Goal 4, Goal 5 D	Goal 5	Standard 3	52.21(b)(2)(ii)(c) 2) Pt. 52.21 (g) (i)
Planning and Evaluation Committee	Goal 1, Objective C, G, H, Goal 3	Goal 3	Standard 2 and 6	Pt. 52. 21

Timelines

- September 15 – resubmit SPA conditions
- October 1 – Organizational review - Ministry
- October 31 - IR due
- November – site visit PEQAB (Administration and Supervision – Ontario)
- January (TBD) – NCATE chair and consultant (IR review)
- March 14 - NCATE site visit

We are really good at this
And we can prove it!

NCATE
2010