

**College of Education Retreat
The Conference Center of Niagara Falls**

September 4-5, 2008

Thursday, September 4, 2008

10:00 Welcome and Introductions

All participants

Expected outcome: Expected outcomes will be reviewed – all participants introduced.

10:30 Accomplishments

All participants

Expected outcome: Participants will highlight accomplishments in keeping with the six unit standards.

12:00 Lunch

12:30 Accreditation: What it means to NU.... where we're at.

Dr. Debra Colley

Expected outcome: Participants will discuss the benefits of accreditation and review of elements of Unit standards for NCATE. Timelines for NCATE and OCT accreditation will be reviewed.

**1:00 As one parent said, "You are heads and shoulders above everyone else."
Unit standards, elements, and exhibits**

Working meetings of the College committees, administration and staff

Expected outcome: Participants will review the unit standards and elements, assessment system, and reporting. The electronic exhibit room will be demonstrated. Timelines and expectations for accreditation will be reviewed.

3:00 Wrap up session (conclude by 3:30)

4:00-7:00 OCT accreditation workshop (OCT faculty and staff)

Ontario professional staff and faculty.

Expected outcome: Ontario members will review the OCT accreditation expectations, procedures, and timelines for continuing accreditation (report completion December 15, site review in spring 2009). List of documentation needs will be developed for each accreditation requirement in preparation for day 2 of the retreat.

College of Education Annual Retreat – Day 2

September 5, 2008

- 8:30** **Coffee and continental breakfast**
- 9:00** **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).
- 10:30** **External Program Reviews**

Dr. Jim Mills and NCATE steering committee
Expected outcome: Status of timelines and progress since the spring work of the faculty. Overview of expectations (focus on section IV).
- 10:50** **Program #1: What do we have?**

Faculty Clusters*
Expected outcome: Faculty assess one program through a review of two years of data on eight identified assessments to determine:
- Are standards covered?
 - Findings from the data - what do we know about our candidates? What can we say about the quality of the program?
 - Areas of continuous improvement.
- Post findings on large print for museum walk.*
- 11:45** **Debrief from first program review**

Museum walk
Expected outcome: Faculty review findings from each program cluster through a museum walk activity. General discussion will be facilitated once everyone has had a chance to review the various program areas.
- Noon** **Lunch**
- 12:30** **SPA reviews continue**

Faculty Clusters
Expected outcome: Faculty review and discuss additional program reports (45 minutes per report – up to three reports).
- 2:45** **Closing and Next Steps**

Expected outcome: Participants will review progress from SPA report discussion. Next steps will be summarized.
- 3:00** **Reception**

Clusters:

School psychology (NASP) – Lisa Kilanowski-Press, cluster facilitator

Drs. Hodges, Bogner, Brooks, Cheryl Wilson

Educational Leadership (ELCC) – Dr. Iannarelli, cluster facilitator

Drs. Polka, Denig, Mills

Special education (CEC) – Dr. Kozen, cluster facilitator

Drs. Sze, Brown, Huang, Slepko, Jim D'Angelo, Barb Gallucci

Literacy cluster (literacy, English, Foreign languages) – Dr. Foote, cluster facilitator

Drs. Erwin, Phillips,, Carmen Montgomery, Chris Palmi, Pat Fowler

Early childhood and children (NAEYC, ACEI) – Dr. Bardsley, cluster facilitator

Drs. Hahn, Cianca, Michelle Ciminelli, Carol Beebe, Tracia McKissic, Tom Quarantillo, Evan Pierce

Middle/adolescent (Math, Science, SS) – Dr. Heaggans, cluster facilitator

Drs. Snider, Vermette, Sheeran, Smith, Dave Moffet, Patti Wrobel

Ontario teacher education (OCT) – Dr. Rinaldo, cluster facilitator

Drs. Cowden, McDonald, Zambon, and Jason Blokhuis, Don MacLeod, Carmen Vitali, Tom Donovan

College of Education

Fall Retreat
September 4-5, 2008

5 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 2 years ago . . .

“The panel finds that Niagara University’s College of Education proposed 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 proposed to be offered in Ontario satisfies the requirements for accreditation.

OCT
Accreditation Panel
January 2006, Final Report

And now

- OCT continuing accreditation
 - Team visit – Spring 2009
 - Report due – December 15, 2008

- NCATE Continuing Accreditation and SPA reviews
 - External, SPA reports – February 2009
 - NCATE team visit – Spring 2010

- Renewal of Ministerial Consent
 - Administration and Supervision – 2010
 - B.P.S. - 2011

That's just fine, because . . .

- 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)

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

Assessment retreat

(backbone of the continuous improvement cycle)

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,

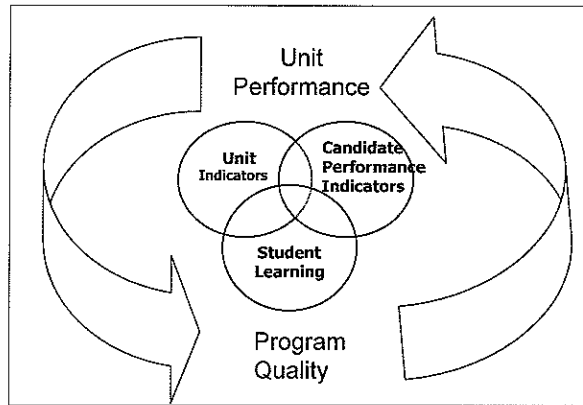
..... maintaining,

..... analyzing,

..... utilizing

meaningful information.

Meaningful information for:



- Unit performance (progress, planning, advocacy)
- Program quality (candidate performance and continuous improvement).

Expected outcomes

- identify strengths and opportunities for improvement for the College of Education;
- renew our understanding of the NCATE unit standards; and
- document program-specific findings for each of the SPA areas and the OCT requirements (what do we know about our candidates, what can we say about the programs, have we made improvements).

Agenda

- Thursday
 - “State of the College” – unit wide indicators
 - Accreditation timelines, standards
 - Electronic exhibit room
 - Ontario accreditation team meeting

- Friday
 - Assessment system and expectations
 - SPA reviews, SPA reviews, SPA reviews
 - Reception

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.

This year

- OCT accreditation, submission and review of the SPA reports
- Gear up for NCATE continuing accreditation
- Key issues:
- Program development:
 - Ph.D.
 - On-line offerings – AC courses (Ontario)
 - Meeting educational and community needs: program enhancements
 - International follow-up for study, research, exchange
- Advancement initiatives
 - Handout

Lunch

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.

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

Your charge:

- Using NCATE's rubrics (unacceptable, acceptable, target), rate our proficiency level on each element of your assigned standard.
 - Groups – led by chairs of the College committees
 - Review standard and elements
 - Brainstorm evidence and rate elements
 - Add evidence (for each group) – “prime outlet walk”
 - Chart ratings and report out

Electronic Exhibit Room

Welcome Josh Prieur!

Day 2

- September 5, 2008
 - Our vision
 - SPA reviews, OCT review, CACREP actions
 - Reception

Yesterday, we . . .

- Shared summer memories
- Summarized assessment purposes and reviewed timelines
- Reviewed data from the key indicators – (Annual Report, 2007-08)
- Discussed evidence for each of the six NCATE Unit standards and suggested a performance level for each element (on bar chart)
- Previewed electronic exhibit room
- Reflected on our individual contribution to the quality of our work
- Discussed the work plan, data elements, and requirements for the OCT continuing accreditation.

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*)

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).

Timelines

- December 2008 – OCT self-study
- February 2009 - SPA reports
- Fall 2009 – complete institutional report (NCATE self-study)
- Spring 2010 – NCATE site review

So here they come . . .

OCT

National program reviewers

NCATE

CACREP (2010?)

That's just fine, because . . .

- 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)

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

NCATE
2010