

COLLEGE OF EDUCATION

Field Experience and Partnerships Committee Procedures and Annual Report

2006-2007

Field Experience and Partnerships Committee Procedures and Annual Report 2006-2007

Committee Charge

Continue to facilitate the assessment process of the field experiences and clinical practices in the College of Education including analysis of data for program improvement and partnership development. Consider new partnerships that will be beneficial for the University and partnering stakeholders.

Membership

Drs. Kristine Augustyniak (co-chair), Grace Chiuye(co-chair), Mary Ellen Bardsley, Barbara Galucci, Alice Kozen, and Mike Smith, Dave Moffat, Tom Quarantillo, and Tracia McKissic.

Objectives (established for year of the report)

The committee developed the following objectives for the academic year 2006-2007:

1. To aggregate exiting information about partners and partnerships focusing on these questions; who is involved, where, and what is the purpose of the partnership.
2. To determine which partnerships are guided by professional standards and which need models.
3. Develop a process whereby the faculty will share information about their involvement in current partnerships and develop ideas for new partnerships that they deem necessary to the advancement of our programs.
4. Develop an assessment model to evaluate partnerships between Niagara University (College of Education) and other stakeholders
5. Conduct research on partnership models and evaluation.

Activities and Accomplishments of the Committee (2006-07)

1. Committee members reviewed articles on University/community partnerships and consulted with the Dean on data collection models.
2. Committee members developed a draft faculty survey to address objectives #1 and #2 as stated above.
3. The committee presented the draft survey to the College of Education faculty for modification / approval.
4. The revised survey (see Appendix A) and completed sample (see Appendix B) was distributed to faculty via e-mail.
5. Committee members began review of collected surveys and developed strategies to facilitate return of outstanding survey responses.

Updates to the College Strategic Plan

By facilitating data collection on existing partnerships, the FEP committee has advanced the intents of Goal #5, objective 3.

Target initiatives (Continuing and new initiatives for the following academic year.)

Initiatives related to partnerships:

Global: Facilitate high quality partnerships.

1. The committee will continue to collect the data on partnerships and ensure that it is inventoried and accessible to all faculty. (Strategic Plan Goal #5, objective 3)
2. The committee will develop a needs assessment and partnership evaluation form for our partnering stakeholders. (Strategic Plan Goal #5, objective 3)

Initiatives related to field experiences:

Global: Facilitate mechanisms to increase data-based decision-making related to field experiences:

3. The committee will explore mechanisms to improve faculty access to field experience data related to student performance and types of placements in which the student has been engaged. (Strategic Plan Goal #3, objective 3,c)
4. The committee will explore mechanisms to improve faculty access to field experience data related quality indicators for sites and supervisory experiences. (Strategic Plan Goal #3, objective 3,c)
5. The committee will facilitate articulation of specific goals and objectives related to student field placements in Learn and Serve and in teaching assistantships. (Strategic Plan Goal #3, objective 3,c)

Appendices – evidence of work of committee

- A. Field Experiences and Partnerships Survey (for faculty completion)
- B. Field Experiences and Partnerships Sample Survey (completed sample)
- C. Minutes of the meetings

Appendix A

Field Experiences and Partnerships Survey (revised 3/21/07)

Please complete one sheet for each distinct partnership in which you were / are primarily responsible for from May 20, 2006 to present.

Please return by: April 1, 2007

Return instructions: Please return via e-mail to Grace Chiuye at gchiuye@niagara.edu or to Kristine Augustyniak at kma@niagara.edu

Name: _____

Date: _____

Name of Partnership _____

Part I. Type of Partnership

The keystone elements in all of the following definitions of "partnerships" is that they are bi-directional and goal oriented.

Type of partnership (check one per sheet):

Please read descriptions before completing this section.

1. _____ Decision-making councils:

Partnerships that involve shared structures for decision-making, including participation in advisory boards or planning councils related to the actual program on campus and the discipline in the field.

2. _____ Professional development:

Partnerships that primarily include on-going professional learning within the profession. Professional development that is sustained and embedded as well as shared between university faculty and school/clinical faculty should be the focus.

3. _____ Professional learning community:

Partnerships that focus on shared teaching and learning with actual clients or Pre-K - 12 students and university candidates in authentic situations (e.g., graduate MH counseling class in the family support center). These partnerships represent a shift from traditional learning environments on campus to shared set of teaching and learning experiences within the Pre-K - 12 schools or professional communities/clinics.

4. _____ Research (student and/or faculty):

Research that is directly tied to issues that require a partnership in an entity of the discipline. The research is directed to a compelling

issue within the community, school, or clinic and is jointly developed between faculty and members of the profession.

5. Other : Please select only after due consideration of "keystone elements" and fit with other four categories listed above.

Please describe: _____

Part II. Descriptive Information

Goals:

Briefly describe the goals of this partnership (e.g. should reflect bi-directional benefit) :

Location:

Where do activities related to the partnership generally take place?:

Who else is involved:

Primary contact at partnership site:

Name other NU faculty involved:

Number of NU students involved: _____

Associated Professional Standards:

What professional standards are associated with this partnership?:

What mechanisms are in place to review adherence to these standards?:

Appendix B

SAMPLE OF COMPLETED SURVEY Field Experiences and Partnerships Survey (revised 11/29/06)

Please complete one sheet for each distinct partnership in which you were / are primarily responsible for from May 20, 2006 to present.

Please return by: April 1, 2007

Return instructions: Please return via e-mail to Grace Chiuuye at gchiuye@niagara.edu or to Kristine Augustyniak at kma@niagara.edu

Name: Kristine Augustyniak Date: 2/1/07

NOTE: The working definition of "partnership" is that it is bi-directional and goal oriented.

Type of partnership (check one per sheet):

Part I. Type of Partnership

The keystone elements in all of the aforementioned definitions of "partnerships" is that they are bi-directional and goal oriented.

Type of partnership (check one per sheet):

Please read descriptions before completing this section.

1. Decision-making councils:

Partnership that involves shared structures for decision-making, including participation in advisory boards or planning councils related to the actual program on campus and the discipline in the field.

2. Professional development:

Partnerships that primarily include on-going professional learning within the profession. Professional development that is sustained and embedded as well as shared between university faculty and school/clinical faculty should be the focus.

3. Professional learning community:

Partnerships that focus on shared teaching and learning with actual clients or Pre-K - 12 students and university candidates in authentic situations (e.g., graduate MH counseling class in the family support center). These partnerships represent a shift from traditional learning environments on campus to shared set of teaching and learning experiences within the Pre-K - 12 schools or professional communities/clinics.

4. Research (student and/or faculty):

Research that is directly tied to issues that require a partnership in an entity of the discipline. The research is directed to a compelling issue within the community, school, or clinic and is jointly developed between faculty and members of the profession.

5. Other: Please select only after due consideration of "keystone elements" and fit with other four categories listed above.

Please describe: _____

Part II. Descriptive Information

Goals:

Briefly describe the goals of this partnership.:

Students wishing to gain in-vivo exposure to preschool assessment may engage in a structured experience at Niagara County Head Start supervised by the agency director and NU faculty. Niagara County Head Start benefits from the assistance of students, who are trained in best-practiced assessment methodology, in the completion of nationally mandated screening assessments.

Location:

Where do activities related to the partnership generally take place?:

Niagara County Head Start :

Sacred Heart School

1112 South Ave

Niagara Falls, NY 14304,

North Tonawanda Grant St. Elementary School

35 Grant Street

North Tonawanda, NY 14120

Grace Episcopal Church

100 Genesee Street

Lockport, NY 14094

Who else is involved:

Primary contact at partnership site:

_____ Linda Haight, coordinator of Niagara County Headstart _____

Name other NU faculty involved:

____ Adjunct Instructor: Susan Rajniesz, NCSP _____

Number of NU students involved: _____ 8-11 per fall semester _____

Associated Professional Standards:

What professional standards are associated with this partnership?: _____ NASP
Professional Conduct Manual and Standards for Training and Field Placement
Programs in School Psychology.

What mechanisms are in place to review adherence to these standards?:
_____ Contract and parental consent (see attached).

**NIAGARA UNIVERSITY
SCHOOL PSYCHOLOGY PROGRAM
Field Service Contract**

This agreement is made on 9/20/06 by and between Niagara County Head Start and Niagara University School Psychology Program. This agreement will be effective for a period from 9/20/06 to 12/31/06.

Purpose

The purpose of this agreement is to provide a qualified student with experience in the assessment of preschool children and to provide Niagara County Headstart with student resources to assist in completion of nationally mandated screening assessments.

The University agrees:

1. to assign a university faculty liaison to facilitate communication between university and site;
2. to notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
3. that the faculty liaison shall be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relation to student, site or university occur; and
4. that the university supervisor is responsible for the assignment of a fieldwork grade.
5. to adhere to all guidelines as set forth by NASP *Professional Conduct Manual and Standards for Training and Field Placement Programs in School Psychology.*

The Site agrees:

1. to provide opportunities for the student to engage in a variety of activities related to the assessment of preschool children (suggested experiences include conducting standardized assessments, behavioral observations, reviewing pertinent educational records, and engaging in rapport building, etc.) and provide guidance when necessary;

2. to provide the student with adequate work space, telephone, office supplies, expense reimbursement and support services consistent with that afforded other agency volunteers;
3. to not involve students in any form of billing for professional services.
4. to adhere to all other guidelines for volunteer and student placements as set forth by Headstart.

The Student agrees:

1. to adhere to the administrative policies, rules, standards, schedules, and practices of the site;
2. to adhere to all guidelines as set forth by NASP *Professional Conduct Manual* and *Standards for Training and Field Placement Programs in School Psychology*.
3. to complete a minimum of three (3) assessments as required for the Headstart program (e.g. Dial-III or Speed Dial).
4. to complete any additional on-site course related-work within maximum of three (3) hours.

Within the specified time frame, Linda Haight will be the primary practicum/internship site supervisor. Susan Rajnisz and Kristine Augustyniak will be the faculty liaison with whom the student and site supervisor will communicate regarding progress and or concerns.

Site Supervisor _____ Date _____

Student _____ Date _____

Faculty Liaison _____ Date _____

Faculty Liaison _____ Date _____

**Niagara University
Parental Consent Form**

Preschool Assessment

I agree to allow my child, _____, to participate in standardized assessments conducted by a graduate student in Niagara University's school psychology program. I understand that the purpose of this agreement is to provide a qualified student with experience in the assessment of preschool children and to provide Niagara County Headstart with student resources to assist in completion of nationally mandated screening assessments. I understand that the graduate student experience will be limited to the administration of standardized tests, behavioral observations, review of pertinent educational records, and rapport building. I understand that the graduate student

will be working under the supervision of both Headstart staff and Niagara University faculty.

I understand that all data gathered on my child will be held in the strictest of confidence and that no personally identifying information will be utilized in university supervision activities.

There are no identifiable risks associated with this agreement. However, I understand that I may decline consent or withdraw from the program at any time. Finally, I understand that I may call the director of Niagara University's School Psychology program, Dr. Kristine Augustyniak, at 286-8548, or Linda Haight, a coordinator of Niagara County Headstart, at 694-5127 with any questions or concerns about the agreement.

Parent guardian, please check one of the following:

I agree to allow my child to participate in the Niagara University assessments.

I decline allowing my child to participate in the Niagara University assessments.

Print name parent/guardian _____

Signed _____ Date _____

Appendix C
Committee 2006-07 Minutes

Field experience and Partnerships Committee Minutes
Meeting of September 8, 2006

Present: Dr. Mike Smith, Dr. Kristine Augustniak, Dr. Mary Ellen Bardsley, Dr. Frank Calzi, Barbara Gallucci, Dr. Alice Kozen, Dave Moffat, and Tom Quarantillo.

Excused: Dr. Grace Chiuye, Tracia McKissic

1. Dr. Smith shared the committee charge, membership, and objectives. It was suggested that Patti Wrobel, Warren Crouse, and Tom Donovan be invited to attend meetings since they work with NU partners on a regular basis. Dr. Augustniak volunteered to invite them.
2. Dr. Augustniak and Dr. Smith reported that approximately 100 articles have been collected about partnerships. They are in the process of updating the annotated bibliography.
3. Members discussed the committee's objectives. After discussing each objective and sequencing them, it was decided that the committee needs to find and aggregate exiting information about partners and partnerships focusing on these questions; who is involved, where, and what is the purpose of the partnership. Additionally, the committee needs to determine which partnerships are guided by professional standards and which need models. Once this information is collected the committee will decide on its next step.
4. The next meeting will be posted on the College calendar.

Respectfully submitted by Mary Ellen Bardsley.

Field Placement and Practice Committee
Minutes

October 25, 2006

Meeting Began: 10:05 AM in Timon Hall Room 25.

Members Present: Barbara Gallucci, Michael Smith, Kristine Augustyniak, Mary Ellen Bardsley, Grace Chiuye, Alice Kozen

Minutes:

Kris passed out a draft of "Field Experiences and Partnerships Survey" for the Committee to review.

With much discussion, sections were revised.

The Committee will complete one survey to use as an exemplar.

Mary Ellen and Mike volunteered to revise the survey and Mike will contact Dean Colley to have the survey and an explanation of it placed on the next College of Education Meeting Agenda for purposes of a. faculty vote and b. faculty completion of the survey.

Next meeting for this Committee is scheduled for 11/29/06 at 10:00 AM.

Respectfully Submitted,

Dr. Alice A. Kozen

**Field Experience and Partnerships Committee
Minutes
Wednesday November 29, 2006**

Place: Timon Hall 25

Time: 10:00 am

Recorder: Grace Chiuye

Members Present:

Kristine Augustyniak

Grace Chiuye

Barbara Gallucci

Mike Smith

Excused: Alice Kozen

The meeting was called to order at 10:10 am

Barbara Gallucci brought to the table a request by Donna Phillips to design a survey in which students evaluate their field placements to determine if the content learned in their various education courses is reflected at their placements.

Grace noted that individual course syllabi already encourage instructors to incorporate field placements/TA and any other placements into their courses. She then passed around the assignment she uses with her classes to have students write, reflect, and evaluate their field experiences.

After some deliberations, members observed that the Committee's charge is quality assurance and partnership and that currently, this issue appears outside of its mandate and that individual faculty may take it up and have their students evaluate such experiences.

Members then analyzed a revised copy of the Field Experiences and Placement Survey that Mary Ellen edited from the original. Members noted the challenges for faculty in following this format and decided to keep the original format with some changes. The revised copy is attached to these minutes.

Members agreed that an electronic copy of the survey will be sent to faculty and a hard copy will be distributed at the next Department meeting scheduled for Wednesday December 6. One committee member will walk faculty through the directions for clarity and uniformity and the rest will assist as faculty fill out the survey.

The next meeting is scheduled for Wednesday January 24th 2007 in Timon Hall at 10:00 am. The meeting was adjourned at 11:40 am.

Submitted by Grace Chiuye.

**Field Experience and Partnerships Committee
Minutes
Wednesday April 25, 2007**

Place: Timon Hall 25

Time: 10:00 am

Recorder: Kristine Augustyniak

Members Present:

Kristine Augustyniak

Mary Ellen Bardsley

Barbara Gallucci

Alice Kozen

Mike Smith

Excused: Grace Chiuye

The meeting was called to order at 10:10 am

- Members reviewed information collected from Partnership survey and divided duties to obtain information from faculty who not yet responded.
- Members reviewed a draft of the 2006-07 annual report and agreed upon presenting following future goals to the College for approval:

Initiatives related to partnerships:

Global: Facilitate high quality partnerships.

6. The committee will continue to collect the data on partnerships and ensure that it is inventoried and accessible to all faculty. (Strategic Plan Goal #5, objective 3,a)
7. The committee will develop a needs assessment and partnership evaluation form for our partnering stakeholders. (Strategic Plan Goal #5, objective 3,a)

Initiatives related to field experiences:

Global: Facilitate mechanisms to increase data-based decision related to Field experiences:

8. The committee will explore mechanisms to improve faculty access to field experience data related to student performance and types of placements in which the student has been engaged. (Strategic Plan Goal #3, objective 3,c)
9. The committee will explore mechanisms to improve faculty access to field experience data related quality indicators for sites and supervisory experiences. (Strategic Plan Goal #3, objective 3,c)
10. The committee will facilitate articulation of specific goals and objectives related to student field placements in Learn and Serve and in teaching assistantships. (Strategic Plan Goal #3, objective 3,c)

The meeting was adjourned at 11:40 am.