

OVERVIEW OF THE CONCEPTUAL FRAMEWORK DEVELOPMENT PROCESS

2003-2004: The conceptual framework committee met biweekly for the entire academic year. Working in concert with the entire college faculty, the original vision, mission, guiding principles, and goals were revised and a statement of purpose was developed. Through lively input and healthy debate from all members of the committee and faculty, the College of Education community reached consensus on the foundational framework that guides the work of the entire college. Thus, the elements represented in sections 4.2 and 4.3 of the Conceptual Framework were officially approved in the spring of 2004.

2004-2005: With the fundamentals in place, a good deal was accomplished during the 2004-2005 academic year. During the summer of 2004, the college Knowledge Base was reviewed, updated, and revised and added to the conceptual framework. That year, the State of Florida required that all undergraduate programs in state universities develop Academic Learning Compacts (ALCs) to serve as formal agreements with candidates to specify the program requirements they would be expected to meet. Under the guidance from the Florida Department of Education, the COE drafted its outcomes to align directly to the Florida Educator Accomplished Practices (FEAPs). These serve as program outcomes for all undergraduate COE programs. All faculty developed benchmark assignments for every course that aligned with program outcomes and appropriate national standards. At the same time, a committee reviewed and documented all candidate expectations and assessments in the undergraduate program, laying the groundwork for developing the college assessment system.

2005-2006: Beginning in 2005, faculty in the undergraduate program moved from single benchmark assignments for each course to a set of critical tasks that were assessed using criteria indicators aligned with candidate knowledge, skills and dispositions.

2006-2009: Faculty committees assessed the college readiness to apply for NCATE accreditation. Each committee identified the strengths and needs related to NCATE standards. A formal NCATE Steering Committee was formed to assess data collection and data analysis needs. College procedures and resources were assessed and adjusted to meet the needs. Based on student data, faculty refined and revised critical tasks to ensure that they adequately assessed all state and national competencies required in each program.

2009-2010: The COE administration, with support of the university administration, invited consultants to meet with faculty to assess the COE's readiness to move forward with submission of pre-conditions in Fall 2010. With excellent feedback from consultants, committee chairs worked with program leaders and faculty to revise and refine candidate expectations to better align with the college goals. Additionally, Standard 5 and Standards 6 committees drafted expectations for faculty and unit operations that also align with college goals. This unified structure clearly demonstrates how the college goals define and inform practice in all aspects of the college. With all these elements in place, the assessment system was refined and a five-phase integrated process for continuous improvement was formalized.