Section 3 - Completer

The total number of candidates who completed education programs within NCATE’s scope (initial teacher preparation and advanced preparation programs) during the 2007-2008 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 2007-2008 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.)

Section 4. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

1. change in Title II data that indicates the unit no longer meets the required state pass rates on licensure
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:

1) The College held a college-wide Dispositions Forum that resulted in identifying candidate dispositions and these were included in the College Conceptual Framework.
2) Based on faculty and administrative input, and completion by faculty of a Teaching Philosophy survey, the College's Conceptual Framework has been evaluated, revised and completed.

Section 6. Unit Standards

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions
Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1. The 2006-2007 Title II Report shows an overall passing rate of 100% on State certification exams.
2. Undergraduate and graduate initial teacher preparation candidates continued to track their progress and successful performance on the Florida Educator Accomplished Practices (FEAPs) using the Electronic Portfolio System (eFolio), which is part of the College’s Assessment System for Continuous Improvement. However, in Fall 2007 we began having difficulties with the eFolio as the program was not sufficiently robust to hold all the data. Consequently, in Spring 2008, a task force consisting of college faculty and administrators began to evaluate a number of commercial portfolio systems. The College invited several of these vendors to present their systems. The College narrowed it down to four and evaluated the 4 commercial systems. The evaluation consisted of (a) evaluation of product from vendor presentation, (b) support provided by the system to our assessment model in program improvement and accreditation, (c) inter-rater reliability features of the system, (d) experience with other users, (e) user-friendliness of tool, (f) support received during testing process, and (g) cost of services to the College and candidates. The results of the evaluation and data collected on all four systems resulted in the College implementing a more robust and stable system Taskstream to house and track candidates’ proficiencies in all programs. The new system has replaced the old eFolio that no longer had the capability to hold all the student learning outcome data collected over the past five years. Taskstream was piloted summer 2008.

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 applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Please describe the unit’s plans for and progress in meeting this standard.

1. The unit’s assessment system was housing data only for initial teacher preparation programs. The College began development of a comprehensive system to include data from all programs. Taskstream was implemented with the intent to collect data on candidate proficiencies in all program, not only teacher preparation as had been previously collected on the eFolio.
2. The College conducted 8 assessment workshops which resulted in creating the College’s Program Clusters (Initial Teacher Preparation, Other School Personnel, Advanced Graduate Programs, Doctoral Programs, and Non-School Based Programs. The faculty in these clusters met to identify learning outcome assessments in common courses shared by the clusters.
3. The assessment system, updated regularly, is being enhanced to include aggregated admissions data on all 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).

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 professionals develop and demonstrate the knowledge, skills, and professional 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:

1. Candidates’ field experience and attendance logs and school placements for each semester are being tracked on TaskStream. Candidates also now complete surveys assessing the proficiencies and the quality of their student teaching on Taskstream. Site supervisors and cooperating teachers complete candidates’ student teaching performance assessments on Taskstream.
2. To assess the quality of the services provided by the Office of Field Experiences, the Director conducted satisfaction surveys with candidates and faculty. One hundred and seventy (122) candidates and 14 faculty responded. Results of the surveys
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 provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and 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:

1. The College’s Center for Urban Education and Innovation, under the leadership of Drs. Lisa Delpit and Joan Wynne, continue to engage faculty in research and development projects relating to critical issues of social justice and diversity. (a) The Center sponsors the Algebra Project a nationwide network of teachers and students that works with mathematics as the “new Civil Right”. Headed by Dr. Bob Moses the Center and Algebra Project has adopted a class of 20 students at Miami Edison Senior High, a low performing school located in Little Haiti, for implementation of the Algebra Project curriculum. Dr. Moses, his staff, College faculty and doctoral students work with the students over the course of their four years in high school. The goal of the Project is to guide them in rising from the lowest quartile in academic achievement to the very highest achievement in math, an accomplishment that will lay the foundation for the students’ entry into college. Using graphing calculators and the hands-on strategies of the Algebra Project, Dr. Moses, faculty, and staff work with students everyday for ninety minutes. Beyond math, Moses and the cohort plan to present results of the Algebra Project work to both the research and local communities. (b) In Fall 2007, Moses began co-teaching and designing a developmental math course at the Miami Dade College InterAmerican Campus (IAC) in Little Havana. He has been working with the chair of IAC’s mathematics department. (c) The Summer Youth Institute, co-sponsored by the Urban Center, the Algebra Project and the Young People’s Project, is an annual summer retreat on the FIU campus, that offers an intensive series of courses for racially and ethnically diverse AP students in Miami designed to help them prepare for college. The courses, which meet for six weeks, include mathematics, communications, college survival skills, psychology for personal growth, and several electives like Spanish immersion and physical education. Some of these AP students plan to attend Florida International University, and the Institute serves as a bridge to life on campus and in South Florida.

2. Project POWER (Promoting Our Will through Education and Research) is a research initiative led by Dr. Louie F. Rodriguez, one of the College’s professors and Research Fellow at the Center for Urban Education and Innovation. Dr. Rodriguez is working with a cohort of students (20 11th grade students) at Miami Edison Senior High in Little Haiti who themselves are learning to act as researchers examining their own school. Besides the high school students and Rodriguez, the research team includes a Ph.D. candidate and research assistant, and teachers at Edison Senior High School. Since October 2007, the research team has been engaging in an on-going dialogue about critical issues facing youth in society today. This dialogue is complimented with various action research projects aimed to critically examine issues facing young people in urban schools and communities for the purposes of devising solutions using informed, intellectually rigorous, and grass-roots methodology and pedagogy.

3. The College hired a female visiting professor of Asian descent to teach research and evaluation courses.

4. Faculty in Initial Teacher Preparation programs that are ESOL infused have completed the standards crosswalk alignments to ensure that all the ESOL competencies are adequately addressed in all courses. The crosswalks were submitted to the Florida Department of Education for continued program approval in June 2008. All programs have been approved under the revised program approval rule.

5. A TESOL Coordinator was hired to develop online training modules covering the TESOL standards for ensuring that faculty teaching in ESOL infused programs have the requisite training, knowledge and skills in TESOL to teach these courses.

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:**

1. The faculty of the College of Education (CoE) submitted 20 grant proposals to local funding agencies and 27 proposals to National funding agencies. No grant proposals were submitted to International funding agencies. Forty-seven grant proposals have been submitted by the CoE during the 2007-2008 academic year. Seventeen percent of the proposals submitted included indirect costs of 25.5% or more. Twenty-two out of the forty-seven proposals have been awarded. The amount of funding representative of the twenty-two funded proposals is over 1.8 million dollars. The total indirect cost budgeted in these grants is $110,508. This represents an average indirect cost rate of 6.1%. Proposals submitted with an indirect cost rate of 25% or more are still pending review or have been denied. In line with FIU policy, the CoE will not receive any portion of the indirect cost mentioned above. There have been several changes in response to this assessment. The first is that the indirect cost rate target be changed. Most of the education research is conducted off-campus at other educational sites. The current FIU full indirect cost rate for off-campus work is 25.5%. In addition, most of the funding agencies that sponsor education research, such as prestigious foundations, vary on the allowable indirect cost rate but usually the allowable cost rate oscillates between 0% and 15%. The second change implemented has been to assure that the CoE benefits directly from awarded grants with less than 25.5% indirect cost rates by instituting an informal policy to ensure 1) actual academic year salaries are charged to the grant, 2) CoE graduate candidates are funded by these grants 3) administrative costs are directly charged on the grant when allowable and 4) evaluation costs are also explicit in the budget of these grants. The third change has been to encourage and support faculty to develop grant proposals from the following federal funding agencies which support education research endeavors and allow for full indirect cost rates: NSF, NIH, and IES. The support and encouragement has included 1) workshops, 2) financial support to strengthen collaborations with other colleges and resulting funding opportunities, and 3) technical assistance in the development of grant proposals.

2. Results of the Faculty Productivity annual survey conducted by Academic Analytics, as reported by the FIU internal comparison of units indicated that the College needed to increase its faculty productivity in research and increase the z scores and decile rankings reported by Academic Analytics. Therefore, as a general strategy to increase all faculty publications, regardless of their program, a website was developed to increase their awareness and assist them in finding higher quality outlets for publication. Also, all faculty publications in ISI and Scopus-indexed journals are now listed on that internal web site, in order to encourage the faculty to publish in these outlets. For Curriculum and Instruction (the only program with a Ph. D. degree), the z scores show an improvement from z = -1.40 to z = +.45. Internal standing is reported as changed from the 4th unit from the bottom, to the 4th unit from the top of FIU’s programs/unit. The need for improving the quality of publications has been discussed with faculty in various meetings, and also communicated in writing. A methodological consultant, as well as an editor are now available to the faculty as needed, in order to help them prepare stronger manuscripts. Faculty are encouraged to publish the dissertations they chair with their students. In order to encourage/facilitate this, a special student-faculty research dissemination award (of up to 500 per manuscript) was created, contingent on submitting a draft of a manuscript upon return from a national conference. Effects of these initiatives on actual number of publications remain to be measured in 2008-2009 and beyond.

### 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.

Due to the budgetary crisis in the state of Florida and the national economic situation, the College faced a 8.96% budget reduction (18.1% over a 3 year period). These budget cuts had serious effects on college programs and resources. For example, (a) there were no new hires with the exception of one visiting professor in research and evaluation, (b) vacant positions were not replaced, and (c) programs were eliminated. Additional budget cuts are expected for the next fiscal year of anywhere from 10-15% limiting the college's ability to adequately staff the college and its programs.

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: