Section A. Conceptual Framework(s)

The college’s conceptual framework continues to provide the vision for all of our programs and encompasses the following four concepts: interculturalism, inquiry, interconnectedness, and instructional leadership. Upon completion of the site team visitation, fall, 2001, and a careful analysis of the reaccreditation and program reapproval process, the college remains committed to the conceptual framework. Through the leadership of Dean Linda Blanton, the college develops a yearly College Work Plan based on our goals and objectives which reflect the vision of our conceptual framework. The Policy and Evaluation Council reviews all end of the year progress reports in the Work Plan and formulates, in a collaborative way, the new objectives for the following year. This process also influenced the preparation of four unit self studies that will be presented to the University’s Executive Committee in a written report and in a two hour open Forum, spring, 2003. These reports will in part be an executive summary of the NCATE/DOE/SUS reaccreditation process completed fall, 2001. These reports are organized as follows: Initial Teacher Preparation/Initial Certification Programs, Department of Curriculum and Instruction, Department of Educational Leadership, and Department of Health, Physical Education and Recreation. The culmination of the forums will be a report by the dean outlining the major goals and related funding needs for the college in three years, six years, and ten years.

- No weaknesses were cited in the fall 2001 site visit.

Section B. Candidate Performance

Standard I. Candidate Knowledge, Skills, and Dispositions
As a significant part of the college’s assessment plan, all graduates must successfully demonstrate performance outcomes as delineated by the Florida Educational Accomplished Practices (FEAPs). The FEAPs include subject area knowledge. Every program has prepared matrixes showing where and when each of these competencies is taught, evaluated and assessed in clinical field experiences including student teaching. In addition, all candidates entering programs fall, 2001 and after must pass all sections of the new Florida Teacher Certification Exam in order to graduate. The new tests include a Professional, Subject Area, and General Knowledge Exam. All tests have been revised over the past several years. The college’s faculty have been actively involved in the process. All assessment surveys of graduates include questions that encourage the educator to assess the extent to which their education adequately prepared them for their job in the schools. In addition, the college prepares an Employer Satisfaction Survey that is completed after a candidate’s first year on the job. Rehire data and eligibility for rehire data is received each year as well as pass rates on the Florida Teacher Certification Exam. All results continue to show very high ratings. This information is shared with our advisory groups, faculty, students, and the community so that suggestions for improvement can be made. All programs continue to meet all national, state, and professional organization standards. Candidates in our advanced programs continue to conduct classroom inquiry projects that center on student learning.
No weaknesses were cited in the fall 2001 site visit.

**Standard 2. Assessment System and Unit Evaluation**

The unit’s Candidate-Graduate Performance Assessment System consistently evaluates candidates throughout their program of studies and at the completion of their academic preparation. In addition, the unit does a follow-up with all alumni and their respective employers to assure that the proficient demonstration of their knowledge, skills and dispositions continue to be reflected in their classrooms and/or job situations. The state reports candidate’s scores on the new Florida Teacher Certification Exam. Beginning with fall, 2001 admits, candidates must pass all sections in order to graduate. All of the unit’s secondary education (6-12) and K-12 programs have been further reviewed with colleagues in the College of Arts and Sciences to assure that all subject area competencies are taught and assessed in both the lower division general education portion of their programs and upper division coursework. New education minors have been collaboratively established to assist Arts and Science graduates to enter teaching shortage areas sooner. These students may then enroll in new Masters of Arts in Teaching (MAT) state approved programs and become fully certified. Candidates in these programs are required to pass all sections of the Florida Teacher Certification Exam to graduate.

The unit also is continuing the development and implementation of the electronic portfolio system which has largely been funded through the Preparing Tomorrow’s Teachers to Use Technology (PT3) grant. Faculty have received professional development both in the area of technology and in rubric development. Elementary/ESOL Education, Early Childhood/ESOL Education, all Special Education/ESOL programs and selected secondary and K-12 programs will initial this portfolio process in fall, 2003. All other programs will begin during fall 2004. The e-portfolio plan includes appropriate transition points, a variety of assessment methods, artifacts, and various opportunities for continuous evaluation by faculty and students. In March, all program leaders will attend a special Florida Department of Education workshop on Standard’s Based Assessment, a professional development workshop to assist in the portfolio implementation process.

The unit has recently hired a full time person to work not only with the Electronic Portfolio Project, but to implement the collection, analysis and sharing of information received from graduates and employees. The unit has collected data on graduates for a number of years and will begin to make comparisons across graduating classes upon completion of the data collection for 2001-2002 graduates. The new director of the data office will continue to develop the unit’s capacity to retrieve and manipulate data which can consistently be made available to the unit’s administration, faculty and students as well as the community advisory councils.

No weaknesses were cited in the fall 2001 site visit.

**Section C. Unit Capacity**
**Standard 3. Field Experiences and Clinical Practice**
The unit continues to work collaboratively with school and community partnerships. These partnerships continue to grow both in number and function and include those that provide direct service to children, inservice initiatives, pre-service initiatives, research initiatives, professional development schools and service to the community. Each year the unit publishes a partnership document that outlines the goals and objectives of each partnership, shows the relationship to the conceptual framework and unit goals, and a summary of the year’s activities. This year we increased our participation in professional development schools and now have six that include elementary, middle and high school. Florida recently passed a universal pre-k initiative plus a statewide organizational plan for a number of Readiness Coalitions throughout the state. The College of Education at FIU has provided leadership and technical assistance support for both of these initiatives. Recently, the college was awarded approximately $2 million dollars to coordinate with the community-based Readiness Coalition the statewide mandate to assess the readiness of all four year olds and provide intervention strategies. In addition, our graduate students actively participated in the norming of the Spanish edition of the LAP-D with the University of North Carolina. Data analysis of the four year old assessment portion of the project is being done in collaboration with George Mason University. A new “Young Authors” grant will also be housed in the college and will be a part of the intervention strategies to be used in classrooms this spring. This research project will support doctoral candidates in Early Childhood and is assisting efforts to develop new partnerships with the community agencies that serve families and regional community colleges and public school systems. New clinical sites and programs will develop from this new initiative.

All master teachers, adjuncts, regular faculty and supervisors of student teachers recently completed a 45 contact hour series of seminars to better prepare them to work in diverse settings with learners who are speakers of English as a second language. Local, state, and national consultants were invited to work with our personnel. In addition, our own TESOL faculty have provided on-line support, a significant amount of literature reviews and articles, and are currently evaluating the portfolios submitted by the participants.

- No weaknesses were cited in the fall 2001 site visit,

**Standard 4. Diversity**
The college’s Urban Center for Education and Innovation has a new director, Dr. Lisa Delpit and a new associate, Dr. Joan Wynne. This is a center that continues to engage faculty in research and development projects relating to critical issues in urban school systems. Grants are awarded each year to faculty who are conducting research that contributes to the development of theory and practice in areas addressing the needs of students and families from diverse racial, cultural and socio-economic and linguistic backgrounds. The center is currently developing plans to assist low functioning schools in the community.
The following programs prepared new folios that were submitted to the Florida Department of Education for approval as ESOL infused programs: Specific Learning Disabilities/ESOL, Mental Retardation/ESOL, Emotionally Handicapped/ESOL, Varying Exceptionalities/ESOL and both undergraduate and alternate master’s degree programs in English Education/ESOL (6-12). Programs in Elementary/ESOL and Early Childhood/ESOL were already approved. All secondary and K-12 programs added an additional course in ESOL strategies, and the programs named above added two courses plus an infusion of the 25 ESOL competencies into all coursework. Every course in each of these programs was revised. A new tracking system to assure completion and demonstration has been developed. All faculty, adjuncts, student teaching supervisors and master teachers who were not already ESOL endorsed completed the mandated 45 hours of professional development. The faculty in special education had grant support and a participated in an additional week of work with Dr. Leonard Baca that included an analysis of every syllabus.

Due to changes in state certification, the following programs will be consolidated into a more comprehensive structure and the faculty are currently preparing folios for approval.

- Biology, Chemistry and Physics 6-12 will become “Science Education”
- Physical Education K-8 and Physical Education 6-12 will become Physical Education 6-12
- Specific Learning Disabilities/ESOL, Mentally Retarded/ESOL, Emotionally Disturbed/ESOL, and Varying Exceptionalities/ESOL will become Special Education/ESOL
- French 6-12 and Spanish 6-12 will become Foreign Languages 6-12

All initial teacher preparation programs have added coursework in literacy, assessment and classroom management.

- No weaknesses were cited in the fall 2001 site visit.

**Standard 5: Faculty Qualifications, Performance, and Development.**

In the past two years, sixteen new faculty have joined the college from Research I Institutions. As a part of our unit assessment plan, all scholarships, service and teaching activities will be tracked in a new database. Internal professional development has continued this year in the area of technology, ESOL infusion, and electronic portfolio development. Faculty continue to increase collaboration and the development of partnerships with other academic units and schools.

The unit’s faculty continue to assess and revise programs at the initial preparation and advanced levels. The faculty in the Department of Curriculum and Instruction wrote the unit’s first Ph.D. program and it was unanimously approved by the Academic Council and the University Curriculum Committee. This month another Ph. D. proposal in Educational Psychology will be presented to the faculty. Other Ph.D. program development committees are working in the Department of Educational Leadership and the Department of Health, Physical Education and Recreation. The Department of
Curriculum and Instruction recently started a new doctoral cohort of teachers who have all obtained National Board Certification. They will be fully funded to complete the Ed.D. program. The unit received a grant to assist the Master’s program in Urban Education to more fully align its program to National Board standards.

The Associate Dean for Research and Grants recently initiated quality assurance steps to facilitate and better monitor doctoral student progress through the various phases of their education. A recent report was also generated by the Office of Advanced Graduate Studies which determined specifically where problems are occurring. In addition, a new alumni satisfaction survey has been developed for use by all doctoral programs to facilitate continuous improvement.

- No weaknesses cited in fall 2001 site visit.

**Standard 6. Unit Governance and Resources**

The budget provided by the state continues to provide the majority of the unit’s funding. However, contracts and grants increased to over $6 million dollars this past year. The new Associate Dean for Research and Development has provided leadership to assist faculty in obtaining more research grants. The majority of the unit’s grant funding in the past has been in the area of training grants that support many of the advanced programs in the college. At the completion of the current self studies and forum presentations, the departments will submit with Dean Blanton a projection of future goals for the college as well as the estimated cost. These projections will be done for three, six and ten year intervals and will be reviewed by the Executive Program Review Committee which includes President Modesto Maidique, Provost Mark Rosenberg and other members of the administration and Faculty Senate. These reviews will take place every five years as a part of the university’s commitment to continuous improvement and is coordinated by the Office of Planning and Institutional Effectiveness.

- No weaknesses cited in the fall 2001 site visit.