Section A. Conceptual Framework(s)

The college’s conceptual framework continues to provide the vision and knowledge base for all education programs and encompasses the following four core concepts: interculturalism, inquiry, interconnectedness, and instructional leadership. The College remains committed to the conceptual framework as demonstrated in program materials, field experiences, and student and faculty activity.

Through the leadership of Dean Linda Blanton, the College develops a yearly Work Plan based on seven major goals and accompanying objectives that reflect the vision of our conceptual framework. The College’s leadership group, the Planning 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 are being completed in response to the University’s internal program review process. The self studies are presented to the University’s Executive Committee (includes the President, Provost, Graduate Dean and others) in a written report and in two hour open Forums. Three of the Forums have been completed, while one will be presented in December 2003. These reports will in part be an executive summary of the NCATE/DOE/SUS reaccreditation process completed Fall Semester, 2001. These reports are organized as follows: Initial Teacher Preparation/Initial Certification Programs, Department of Curriculum and Instruction, Department of Educational Leadership and Policy Studies, 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, six, and ten years.

- No weaknesses were cited in the Fall Semester 2001 site visit.

Section B. Candidate Performance

Standard I. Candidate Knowledge, Skills, and Dispositions

A significant part of the college’s assessment plan includes the successful performance by all graduates of the Florida Educator Accomplished Practices (FEAPs). Every program prepared matrixes showing where and when each of these competencies is taught, evaluated and assessed throughout courses and clinical field experiences, including student teaching. The College’s electronic portfolio system (e-Folio) is being used to track student progress. The system was pilot tested in three courses in Spring Semester 2003. The e-Folio is currently being implemented in five programs during Fall Semester 2003.

All candidates entering programs in Fall Semester 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 has participated actively in the process.
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 uses the Employer Satisfaction Survey to seek input from employers after each candidate’s first year on the job. Rehire data and eligibility for rehire data are received from the State annually, as well as pass rates on the Florida Teacher Certification Exam.

Assessment results continue to show very high ratings. This information is shared with College and program 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 Semester 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 conducts follow-up surveys of 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 of Florida reports candidate’s scores on the new Florida Teacher Certification Exam. Beginning with students admitted in Fall Semester, 2001, candidates must pass all sections of the exam in order to graduate.

All of the unit’s secondary education (6-12) and K-12 programs have been reviewed by 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 in upper division coursework. New education minors are underway to encourage Arts and Science graduates to enter teaching shortage areas sooner. These students may then enroll in Masters of Arts in Teaching (MAT) programs and become fully certified. Candidates in these programs are required to pass all sections of the Florida Teacher Certification Exam to graduate.

As noted previously, the College has implemented the e-Folio system. The system has been funded in part by the College’s Preparing Tomorrow’s Teachers to Use Technology (PT3) grant. The faculty has received professional development both in the area of technology and in rubric development. Elementary/ESOL Education, Early Childhood/ESOL Education, Special Education/ESOL, English Education, and Social Studies Education programs are implementing the e-Folio this Fall Semester, 2003. All other programs will begin during Fall Semester, 2004. The e-folio includes appropriate transition points, a variety of assessment methods, artifacts, and various opportunities for continuous evaluation by faculty and students. In March 2003, program leaders attended a special Florida Department of Education workshop on Standards Based Assessment, a professional development workshop to assist in the portfolio implementation process.
The unit has employed 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 has begun to make comparisons across graduating classes. Our data coordinator will continue to develop the unit’s capacity to retrieve and manipulate data to assure that data are made available regularly to the unit’s administration, faculty and students, as well as College and program community advisory councils.

- No weaknesses were cited in the Fall Semester 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, in-service 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 inventory is available on the College’s web site.

The College continues to partner with the Miami-Dade County Public Schools to increase the number of professional development schools. Of the seven, five are elementary and two are secondary. The College has similar schools in Broward County.

Florida recently passed a universal pre-k initiative plus a statewide organizational plan for a number of Readiness Coalitions throughout the state. FIU’s College of Education has provided leadership and technical assistance support for both of these initiatives. Over the last year, the College has been awarded approximately $2.5 million dollars to coordinate the Readiness Coalition’s statewide mandate to assess the readiness of all four year olds and provide intervention strategies. In addition, College of Education 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 is housed in the College and is part of the intervention strategies to be used in classrooms. 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.

As reported last year, all master teachers, adjuncts, regular faculty, and supervisors of student teachers 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 provided on-line support, a significant amount of literature reviews and articles, and evaluated the portfolios submitted by the participants.

- No weaknesses were cited in the Fall Semester 2001 site visit.

**Standard 4: Diversity**
The College’s Center for Urban Education and Innovation, under the leadership of Drs. Lisa Delpit and Joan Wynne, continues to engage faculty in research and development projects relating to critical issues in urban school systems. One of the Center’s major goals is to work directly with the schools in Miami-Dade County that are rated F on the State’s school grading system. For example, the Center faculty and consultants are working in one high poverty location to build community math literacy, an approach to support students who typically perform poorly on State tests.

Faculty are successfully implementing the new ESOL courses and the competencies that were infused in existing courses during 2001-2002 and 2002-2003 in the following programs: Specific Learning Disabilities/ESOL, Mental Retardation/ESOL, Emotionally Handicapped/ESOL, Varying Exceptionalities/ESOL, undergraduate and alternate master’s degree programs in English Education/ESOL (6-12), Elementary/ESOL, Early Childhood/ESOL, and all secondary programs.

As noted in last year’s report, Florida changed state certification and our faculty has or is preparing folios for State approval. These are in various stages of completion.

- Physical Education K-8 and Physical Education 6-12 will become Physical Education K-12 -- *underway*
- Elementary Education will become K-6 -- *underway*
- Specific Learning Disabilities/ESOL, Mentally Retarded/ESOL, Emotionally Disturbed/ESOL, and Varying Exceptionalities/ESOL will become Special Education/ESOL -- *completed*

The Special Education faculty, in addition to changing their programs from categorical to multi-categorical, are currently working with faculty in Early, Elementary, and Secondary programs to infuse more content and courses in inclusive educational practices.

All initial teacher preparation programs have implemented new courses in literacy, assessment, and classroom management.

- No weaknesses were cited in the Fall Semester 2001 site visit.

**Standard 5: Faculty Qualifications, Performance, and Development.**
As a part of the unit’s assessment plan, faculty scholarship, professional service, and teaching activities will be tracked in the College’s database. Although we are in the early stages of tracking these data more systematically, the College’s data coordinator has developed this part of the system and we are beginning to implement it.
The College continues to offer professional development for faculty in the areas of technology (PT3 Grant plays a large role here), ESOL infusion, using the electronic portfolio, and mentoring student research. The faculty continues to increase collaboration and partnerships with other academic units and schools on campus (e.g., education minors in Arts & Sciences, professional development school work, grants).

As a result of the College’s efforts to work more closely with National Board Certified Teachers (NBCTs), we have:

- Infused National Board competencies in most advanced master’s programs;
- Used more National Board Certified Teachers to supervise student teachers and interns;
- Started (in January 2003) a doctoral cohort of National Board Certified Teachers; and
- Received grant funding to assist the Master’s program in Urban Education to more fully align its program with National Board standards.

The faculty in the Department of Curriculum and Instruction gained approval of the unit’s first Ph.D. program during 2002-2003 and it was implemented Fall Semester, 2003. Other Ph.D. programs are working their way through the curriculum review process. The College’s Ph.D. programs will admit only full-time students, while existing Ed.D. programs will continue to admit part-time students. The admission of more full-time students will enhance research productivity among faculty and students.

The Associate Dean for Research and Grants continues to work with faculty to monitor doctoral student progress through the various phases of their programs. The University’s new Graduate Faculty guidelines were implemented in 2003.

- No weaknesses cited in Fall Semester 2001 site visit.

**Standard 6. Unit Governance and Resources**

State funding continues to provide the majority of the unit’s budget. However, with continuing cuts in state funding, the Dean has focused efforts on increasing grants and contracts, as well as fundraising. Through the leadership of the Associate Dean for Research and Grants, faculty grant productivity has increased, with far more faculty engaged in grant writing than in previous years. In 2002-2003, external grant and contract funding increased by 17%. During 2003-2004, goals are being set for each department, center, and institute in the College.

The Dean, under the leadership of the College’s Development Officer, raised nearly $800,000 in 2002-2003. These funds support student scholarships, faculty research, and provide discretionary funds for the College. The fundraising goal in 2003-2004 is $1,000,000.
As noted in Section A, the College must project state funding needs for three, six, and ten year intervals when it culminates the University’s program review process. With new medical initiatives at the University, the College of Education anticipates that state funding for education will continue to decrease. This is all the more reason to continue the College’s focus on external support.

The Dean has made several adjustments in the College’s organizational structure during the last year. A new Associate Dean for Administration, Enrollment, and Budget was added in Summer 2003. The previous Office of Student Services was reconfigured as an Advising Center. We anticipate that the Advising Center will provide greater support to students seeking advisement.

• No weaknesses cited in the Fall Semester 2001 site visit.