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. This conceptual framework has continued to provide direction and guide the work of the college. In the Fall 2004 semester, the Dean’s Continuous Improvement Committee (DCIC) was formulated as an advisory and evaluative group as the college prepares for the next NCATE visit. One of the tasks of the DCIC in 2005 will be to revisit the conceptual framework and begin discussions with faculty on whether it needs to be modified or remain the same. A college retreat is being planned to discuss the vision, mission, and conceptual framework and make any changes as recommended by the faculty.

Dean Linda Blanton in consultation with the associate deans, chairs, directors, and faculty leaders—the Planning and Evaluation Council—develops a yearly Work Plan based on seven major goals and accompanying objectives that reflect the vision of our conceptual framework. 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 were completed in response to the University’s internal program review process. The self studies were presented to the University’s Executive Committee (that includes the President, Provost, Graduate Dean and others) in a written report and in two hour open Forums. These reports were 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 forums culminated with 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 A. 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 matrices 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. All initial teacher preparation programs at the undergraduate and graduate level have developed tasks that students complete and upload as artifacts. These artifacts provide evidence of candidates’ performance on the FEAPs. The DCIC began discussions about developing a process by which to review and evaluate the artifacts and rubrics to ensure that they address the FEAPs and also to assess the fairness and reliability of the ratings on the FEAPs’ rubrics. In addition, student teaching
candidates develop lesson plans and teach one of these lessons during the student teaching experience that is videotaped and evaluated by the clinical instructor. These lessons demonstrate candidates’ knowledge and skills in the subject they are teaching.

All candidates entering programs beginning in Fall Semester 2001 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 and review candidates’ file at graduation to ensure they have successfully completed all the FEAPS and have passed all sections of the Florida Certification Exam. The Dean for Academic Affairs conducts a final review of graduation files to also ensure the above. Student teachers complete a survey that assesses their professional dispositions.

College 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 are received from the State annually, as well as passing rates on the Florida Teacher Certification Exam. The data from these sources is aggregated on the college assessment system that faculty access and use to make curricular decisions and modifications. The data from these sources are also reviewed by PEPC—the College’s Professional Education Partnership Council—that is comprised of representatives from the educational community. The data from assessment results are also shared with the College’s student advisory groups so that recommendations for curricular, program, and college improvements can be made.

Assessment results continue to show very high ratings. All programs continue to meet all national, state, and professional organization standards. This past academic year, the school counseling and mental health counseling graduate programs received national accreditation from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The Masters in Reading Education completed the RFTEN and NCATE quality assurance review and are serving as a model to other reading programs across the country.

- 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 is almost complete. The system is used to evaluate candidates throughout their program of studies and at the completion of their academic preparation. Aggregated data from follow-up surveys of alumni and their respective employers are contained in the Assessment System as are candidate’s scores on the Florida Teacher Certification Exam. The Assessment System now also holds college retention data, student teaching performance data, faculty data, and program information (graduation rates, FTCE passing rates, employer satisfaction with graduates, employment retention rates, state employment hiring rates, candidate
satisfaction and supervisor satisfaction data). This allows program faculty to access data directly from the Assessment System to make program improvements. For example, using these program data, the Associate Dean for Academic Affairs met with the program faculty in Social Sciences to develop strategies to improve FTCE passing rates after a review of this data showed that these candidates were having difficulty passing the subject area exam. The Associate Dean for Academic Affairs also conducted training with faculty on the Efolio and preparing tasks and rubrics. All faculty (full-time and adjuncts) have been trained on accessing and using the Efolio and the Assessment System. The college employs one full-time and one part-time employee to work on the Electronic Portfolio Project, to implement the collection, analysis and sharing of data, and to provide support to faculty and student on the Efolio and assessment systems. The college with funds from the PT3 Technology grant purchased a new server to store all the data from the Efolio and assessment systems.

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

Section C. Unit Capacity

Standard 3. Field Experiences and Clinical Practice

Student teachers demonstrate their knowledge, skills, and dispositions in a culminating assignment that entails the development of a classroom management plan, a unit plan, a video of their classroom teaching, and a reflective journal that includes the candidates’ professional development plans. The purpose of the classroom management plan is to demonstrate the student teacher’s ability to organize planning for ensuring that all students learn. The plan stresses four key components that must be addressed: (a) management of resources (e.g., selection and use of texts, manipulatives, resource materials), (b) management of the instructional program (e.g., selection and use of state developed curriculum objectives, ESOL strategies and assessments), (c) management of student behavior (e.g., learner participation, rule settings, logical consequences of learner behaviors, motivational strategies), and (d) management and diagnosis of learner needs and assessment of learner progress (e.g., use of assessment data to determine learner needs and teaching strategies). The Unit Plan is designed to demonstrate the student teacher’s ability to link curriculum with appropriate learner and teaching strategies and effective delivery. The Journal and Professional Development Plans demonstrate the student teacher’s ability to reflect on their teaching performance and to self-assess their instructional capabilities. The Professional Development Plan records specific activities and timelines for performance improvement throughout the student teaching experience. Student teachers demonstrate their knowledge and skills in a videotaped lesson which they are to review and self-assess.

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. All the information on the College’s partnerships has been placed on a University webpage.
at http://www.education.fiu.edu/aa/partner_college.asp. This was an initiative spearheaded by Dean Linda Blanton.

The College continues to partner with the Miami-Dade County Public Schools and the Broward County Schools to work on projects critical to enhancing the professional development of teachers and school leaders. One such project in the Broward County Schools aims to align the College’s leadership program with the changing roles and responsibilities of school leaders. In the Dade County Public Schools, Dr. Anthony H. Normore, one of the College’s leadership faculty, is using a qualitative research design to generate data by investigating the impact of the current leadership training/development and preparation programs on the knowledge, skills and practices of urban school leaders within low performing schools.

- 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 continue to implement the new ESOL courses and competencies in initial teacher preparation programs. As noted in last year’s report, Florida changed state certification and our faculty prepared folios for State approval. Physical Education K-8 and Physical Education 6-12 have become Physical Education K-12; Elementary Education is now K-6 and ESOL endorsed. The Special Education faculty have changed their programs from categorical to multi-categorical and the degree is now the BS in Special Education/ESOL endorsed. In addition to changing their programs from categorical to multi-categorical, special education faculty have been working with faculty in early, elementary, and secondary programs to infuse more competencies on inclusive educational practices into existing courses. They have also been developing a new masters degree (2 + 3 program) that would provide students with dual certification in elementary and exceptional student education.

In accordance with State mandates, all initial teacher preparation programs, including the graduate programs of school counseling and school psychology, have implemented new courses in literacy, assessment, classroom management, human growth and development, and ESOL issues and strategies.

- 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 are now being tracked in the College’s database assessment system. 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).

The College continues to work more closely with National Board Certified Teachers (NBCTs) and in March will be hosting an event for these teachers. The teachers will spend a half day at the College interacting with faculty and sharing ideas and opportunities for greater collaboration, involvement, and mentoring.

A one day Middle School Reading Summit was held last spring. There were over 100 attendees from Miami Dade Public Schools, most of whom were reading coaches or reading supervisors at both the middle and high school levels. Two keynote presentations were given - one by the Director of Reading for the State on the State of Reading in Florida and the other on Adolescent Literature for Middle School students and How to Use It. There were also four hands-on workshops on reading strategies presented.

The Center for Urban Education and Innovation sponsored an Urban Education Expo this past fall that focused on best practices in urban education. The Expo included two days of dialogue and demonstrations showcasing the best practices of teachers, administrators and schools that have produced results in leading disenfranchised children toward academic excellence.

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 2003-2004, external grant and contract funding was $4,326,523. In addition, the Dean, under the leadership of the College’s Development Officer, raised nearly $800,000 in 2003-2004. The fundraising goal in 2004-2005 is $1,000,000. These funds support student scholarships, faculty research, and provide discretionary funds for the College. The College must project state funding needs for three, six, and ten year intervals. 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 appointed a new associate dean for Academic Affairs who oversees issues related to academics, students, and advising. The Associate Dean for Academic Affairs has oversight over the Advising Center along with its Director. The Center has been redesigned to be more student oriented. Along with two full time advisors, a peer advisor has been hired and works part time advising students. The College is in the process of hiring a recruiter who will report to the Associate Dean for Administration, Enrollment Management and Budgets.

An orientation for adjunct faculty was held at the beginning of the 2004-2005 academic year. Faculty who attended received the new Adjunct Faculty Manual. Adjunct faculty have been trained on the use of the EFolio. They, along with regular faculty, have received training on the new University Panthersoft system. All faculty now access student and grade rosters through Panthersoft and input all their final grades through this system.

The College’s Policy and Procedure Manual has been reviewed and revised.

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