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. The Dean’s Continuous Improvement Committee (DCIC) will continue to monitor progress of the College’s evaluation and assessment. The conceptual framework has been reviewed by the Committee and will be brought forward to be reviewed by the faculty in spring 2006. During this past summer, a committee was formed by Dean Linda Blanton to plan and conduct an all day Faculty Retreat held in September to review and reassess the College’s goals and objectives. In addition, the Dean has formed a Strategic Planning Task Force is working to formulate recommendations to revise the College’s strategic plan.

Dean 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 has reviewed end-of-the-year accomplishments based on the Work Plan and has collaboratively developed the new objectives for the 2005-2006 academic year. Noteworthy accomplishments included making headway in our recruitment of students and tripling enrollments at our Pines Center campus.

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

SECTION B. Candidate Performance

Standard A. Candidate Knowledge, Skills, and Dispositions
Undergraduate and graduate initial teacher preparation students continue to track their progress and successful performance of the Florida Educator Accomplished Practices (FEAPs) on the electronic portfolio system (e-Folio), which is part of the College’s Assessment System for Continuous Improvement. Efolio artifacts and rubrics were evaluated and modified by the counselor education faculty for the school counseling program. Other programs are currently reviewing and revising course artifacts and rubrics. A section was added to the Efolio that allows faculty to input remediation comments for candidates that have not achieved satisfactory ratings on their artifact assignments. This section also provides a method to track candidates who need remediation.

Assessment results continue to show very high ratings. All programs continue to meet all national, state, and professional organization standards.

A task force of the Doctoral Studies Committee held several meetings to discuss and evaluate the professional education courses in doctoral programs, advanced masters programs, and initial teacher certification programs. Their recommendations will be
implemented in 2005-2006. The University Curriculum Committee and the Faculty Senate approved the new M.S. in Curriculum and Instruction with specializations in Elementary Education, English Education, Learning Technologies, Mathematics Education, Modern Language Education, Science Education, Social Studies Education, Physical Education, Special Education, and Curriculum and Development. This new program was developed based on results of discussions with the Planning and Evaluation Council and the Administrative Council who, based on enrollment data, recommended consolidation of low enrolled programs. Based on data from the results of the passing rates of our Social Studies majors on the FTCE subject area exams, and after discussions with history faculty in the College of Arts and Sciences, the History Department has begun to offer a survey course in history to provide the knowledge needed for Social Studies students to pass the subject area exam. This has resulted in improving the passing rate of these students from 73% the previous year to 95% for 2004-2005.

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

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

The College’s Professional Education Partnership Council (PEPC) meets every semester to review aggregated data from the College’s Assessment System for Continuous Improvement. This group is comprised of representatives from the educational community (i.e., school district and community college administrators) and of College of Education department chairs, center directors and deans. They make recommendations for improvement based on the data that is reviewed. 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. Resulting from their recommendations this past year, the data system was modified to show trends in employing faculty from underrepresented groups. Additions to the Alumni and Employer Surveys were also made based on feedback received from this Council. Feedback received from the College’s Student Advisory group was used to make improvements in the College’s Advisement Center (e.g., hiring a peer advisor, greater access and visibility) and to make changes in course scheduling.

The Employer Satisfaction Survey that seeks input from employers after each candidate’s first year on the job has been modified to include an overall assessment and assessment of satisfaction with graduates’ dispositions. The Alumni Survey was modified and additional questions were added to obtain information on graduates’ dispositions, current salary, type of school in which they are employed, effectiveness of their educational preparation, and continuing education.

A new section that allows faculty to access program data (e.g., FTCE passing rates, graduation rates) so they can use the data to make program modifications and decisions was added to the Assessment System. In addition, a new faculty section was added, the Faculty Portfolio System, which houses faculty vitas, credentials, accomplishments, goals, scholarship, service, and self evaluation. Faculty can input updates of their
scholarship, teaching, and service that can be accessed to complete end of the year faculty evaluation reports.

The Dean’s Continuous Improvement Committee has begun discussions on formalizing a process for assessing the impact of candidates’ on K-12 student learning. Students in the masters program in Reading have begun to track improvement in reading resulting from tutoring conducted by candidates in the public schools.

- 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. This assignment is uploaded onto the Student eFolio system upon completion and with authorization from the Director of Field Experiences. At the request of the Associate Dean for Academic Affairs, a task force of faculty has been formed, lead by the Director of Field Experiences, to review the quantity and quality of early field experiences. The task force has been meeting regularly to make recommendations on courses in which field experiences should be embedded, number of hours candidates must complete, type of learning experiences, and documentation and tracking of field experiences completed by candidates. A review of this sort has not occurred for several years and is needed to ensure there is a systematic and planned series of field experiences prior to student teaching.

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. Most recently, the College has engaged in discussions and has prepared a formal agreement to form a professional development partnership with a new K-8 school being built across from the Biscayne Bay campus in North Miami. The agreement is currently undergoing review by the school district. A free Reading Camp was held this past summer for elementary school children who needed help to improve reading skills. Parents of these students worked with faculty to learn strategies to help their children improve literacy skills.

The College’s Center for Urban Education and Innovation has been working with the MDCPS on a partnership to improve test scores of students in low performing schools. The Center faculty are also working in the schools to improve family literacy. The Algebra Project, under the leadership of Center scholar Dr. Bob Moses seeks to assist students in the inner city to achieve math literacy. In addition, the Center collaborated
with several departments in Arts and Sciences. They partnered with the African New World Studies Institute to make presentations at state and local conferences. In October 2004, the Urban Center co-sponsored with the Law School, a conference titled, “Remembering Brown vs. the Board of Education. The Urban and Labor Centers have also developed partnerships with community organizations such as Arts4 Learning, Miami Rescue Mission, NAACP Education Program, Miami Coalition for Concerned Parents, the Urban League, and the Equal Opportunity Board of Miami Dade County.

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

**Standard 4. Diversity**

The College continues to recruit diverse highly qualified faculty. Four new faculty members from underrepresented groups were recruited and hired this past academic year—two of African Caribbean descent and two Hispanics. The College’s Assessment System is now tracking faculty diversity by academic year.

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

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

The College continues collaborative efforts with National Board Certified Teachers (NBCTs) and this past academic year NBCT teachers were invited to an all day professional development event. NBCT teachers dialogued with College faculty and engaged in professional development workshops. Teachers and faculty discussed ways in which they could work with each other and students (e.g., mentoring, co-teaching, supervising student teachers). Teachers received continuing education points for their participation.

The Park and Recreation faculty published with Sociology/Anthropology faculty in May 2005 and collaborated with International Relations faculty on research presentations and publications. Citations in the Social Science Index increased from 148 in 2003 to 305 in 2004 for an increase of 206% demonstrating more faculty scholarship productivity in top tier journals. A new research institute for studying economic policy was established in the College’s Labor Center. In addition, under the leadership of Dr. Tony Normore, a Critical Friends Group was formed to support faculty development and scholarship.

Another orientation for adjunct faculty was held at the beginning of the 2005-2006 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. A one day Tenure and Promotion workshop was held for faculty this past spring semester. The College also implemented the Builder’s Award to provide recognition to faculty who were instrumental in supporting College goals and developing new programs.
and initiatives. Finally, two leadership retreats were held for the administrative staff to review structures and processes in the College.

- No weaknesses cited in Fall Semester 2001 site visit.

**Standard 6. Unit Governance and Resources**

The College’s Policy and Procedure Manual has been reviewed and revised. A policy on teaching family members was added.

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. Of the 54 proposals submitted, 30 (55%) were research-based, 20 were training, three involved community service, and one other. In 2004-2005, external grant and contract funding increased to $8,316,033.

In addition, the Dean, working with the College’s Development Officer, raised $500,000 in 2004-2005. The fundraising goal in 2005-2006 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 continues to expand the College of Education Development Board and has recruited 10 Board members. The Board is critical in supporting the Dean’s fundraising efforts.

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