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) continues to monitor progress of the College’s evaluation and assessment. The Conceptual Framework has been reviewed by the DCIC and is currently undergoing review by the faculty who are providing feedback to the Committee. The faculty are completing teaching philosophy surveys, and the results of such will be used to revise the philosophy base for the Conceptual Framework. A Faculty Retreat was held to review and assess the goals of the College. The results of the review were aggregated and discussed at Faculty Assembly. The College has undergone a change in leadership. Dean Linda Blanton stepped down from her position in May 2006. The College is now under the leadership of Interim Dean Dr. Judith Blucker and is currently conducting a national search for a permanent dean. Dean Blucker has established new College goals for the 2006-2007 academic year.

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

SECTION B. Candidate Performance

Standard A. Candidate Knowledge, Skills, and Dispositions

The 2004-2005 Title II Report shows an overall passing rate of 99% on State certification exams. Undergraduate and graduate initial teacher preparation students continue 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. The faculty is in the process of reviewing and assessing its curricular knowledge, skills, dispositions and EFolio critical tasks/artifacts and rubrics in anticipation of the reaccreditation site visit in the Fall 2008. The student teaching critical tasks/artifacts have been revised to include assessment of candidates’ impact on P-12 learning. The M.S. in Reading Education has been rated number 1 in the State for its impact on P-12 learning on FCATE reading test score gains. Application to continue NCATE re-accreditation was filed in early September.

The Office of Continuous Improvement continues to maintain and aggregate College data which are used by the College’s Planning and Evaluation Council, PEPC-the College’s Professional Education Partnership Council, comprised of stakeholders from the educational community, College administrators, and program faculty to make improvements in the College and its programs. Assessment results continue to show very high ratings. All programs continue to meet all national, state, and professional organization standards.

Several MAT programs in the Department of Curriculum and Instruction have removed the GRE requirement for admissions providing sound rationale for removal of this
requirement. The Doctoral Studies Committee under the leadership of Dean Blucker is assessing doctoral policy and processes. Based on feedback from doctoral students, doctoral study policies have been revised. The changes in policy include (a) changing the number of dissertation credits for which doctoral students must be registered every semester from 6 credits to 3 credits aligning the College with University policy, (b) requiring that doctoral advisor and committee members meet with dissertation students once a semester to review and document progress toward completion of the degree, and (c) doing away with the one-year doctoral residency requirement aligning the College with University policy. A Doctoral Studies Retreat will be held in December 2006 for all graduate faculty to discuss doctoral issues and reassess further doctoral policies.

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

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

The Assessment System continues to be enhanced and now includes aggregated faculty data (i.e., tenure-earning status across departments, gender, diversity). Students’ field experiences (number of hours completed and field-based activities) are now being documented on the The E_Folio system. This documentation was developed following feedback received from faculty to the Field Experience Task Force that was formed to evaluate the College’s field experiences.

- 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 Small Group Progress Plan. This critical assignment was revised this past academic year in response to the need to demonstrate impact on P-12 student learning. The Plan addresses all of the twelve Florida Educator Accomplished Practices. Candidates develop a small group instructional plan in a major content area for 3-5 students and document the students’ progress throughout the student teaching experience. The Plan includes a purpose statement with goals and objectives, and a series of lesson plans that are implemented and tracked. Pre and post assessments of P-12 students are completed and progress is tracked using a graph. Candidates must use self-reflection to make modifications and adaptations to meet students’ needs. The final document is uploaded onto the E_Folio.

In addition, a Task Force was formed by the Associate Dean for Academic Affairs and chaired by the Director of Field Experiences to assess the field experience component in teacher preparation programs. Feedback was sought from faculty regarding the number of field experience hours, type and setting, courses in which field experiences are completed and the quality of the field experiences. Based on the Task Force’s review and faculty feedback, revisions were made to the number of hours, settings, and quality of the field experiences.
experiences completed by candidates. A chart that delineates the courses and number of hours completed by candidates was developed. In addition, the field experience log that documents the candidates’ activities, dates, and time spent in schools was revised. Candidates upload onto the EFolio the completed log sheet in conjunction with the artifact for each course in which field experiences are required.

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. One project that has received national recognition is the Center for Urban Education and Innovations’ Algebra Project under the leadership of Dr. Bob Moses. The purpose of the Project is to impact the struggle for citizenship and equality in inner cities and rural areas to help students achieve mathematics literacy. In addition, the Center’s Executive Director, Dr. Lisa Delpit and Associate Director Dr. Joan Wynne have made several trips to New Orleans as members of the National Coalition for Quality Education in New Orleans, an ad hoc group of national and local scholars and educators that has been working in New Orleans to help reconstruct New Orleans’ schools since Hurricane Katrina.

The Labor Center’s Research Institute on Social and Economic Policy provides regular reports and completes an annual Labor Day report that reviews economic data to provide a comprehensive picture of workers and their families in Florida. Data on wages, employment, industries, and benefits show how workers are faring in Florida's economy.

The College signed a Memorandum of Agreement with Miami-Dade County Public Schools for a new professional development school—David K. Lawrence P-8 School which is directly across from the Biscayne Bay Campus. A faculty liaison, Dr. Joyce Fine, has been appointed to work with the school and an Advisory Committee has been formed to guide the collaborative work of the Lawrence School and the College faculty.

- 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, continue to engage faculty in research and development projects relating to critical issues of social justice and diversity. The Center continues to work with struggling schools in Miami-Dade County and to consult with teachers in these schools to help increase student achievement. The College is committed to hiring faculty from diverse groups, and this past academic year hired eight new tenure track faculty representing African-American (n = 1), African-Caribbean (n = 2), and Hispanic (n = 3) groups. Of these, five are female.

Faculty continue to implement the new ESOL courses and competencies in initial teacher preparation programs. In accordance with State mandates, all initial teacher preparation
programs, including the graduate programs of school counseling and school psychology, require candidates to complete courses in diversity and ESOL issues and strategies.

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

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

Faculty continue to be supported by the College to present papers at state, national, and international conferences and to participate in professional development activities in their respective disciplines. They continue to publish in refereed journals and author or co-author books and chapters.

This past academic year, the College hired 12 faculty (8 tenure track and 4 visiting) in the following disciplines: (a) Early Childhood Education \( n = 2 \), Special Education \( n = 2 \), Foundations of Education \( n = 1 \), Educational Leadership \( n = 1 \), Higher Education Administration \( n = 2 \), Exercise Science/Sports Management \( n = 1 \), Math Education \( n = 1 \), Reading Education \( n = 1 \), and Research and Evaluation \( n = 1 \).

• 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. Faculty grant productivity has increased, with far more faculty engaged in grant writing than in previous years. In 2005-2006, external grant and contract funding was $6,984,697. In addition, the Dean, with the assistance of the College’s Development Officer, raised $145,000 for scholarships, $97,000 for the College Foundation, and $17,000 in unrestricted private support. 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 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.

Orientations for new faculty and adjunct faculty were held at the beginning of the 2005-2006 academic year. Faculty who attended received the Policy and Procedures Manual and the revised Adjunct Faculty Manual respectively. The Adjunct Faculty Manual has been placed on the College webpage. The College’s Policy and Procedure Manual has been reviewed and revised.

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