

## What Do Others Expect from the FAU College of Education?

This document provides a synthesis of faculty, staff and administrator perceptions of the Strategic Listening sessions held from Spring 2010 to January 2011. The Steering Committee will review the Findings from the conversation and prepare a recommendation that describes the expectations others have for the College of Education.

### ***The Process***

This first conversation on January 14 began by all participants adding their perception of up to three expectations from National, State, University and Local contexts. Following the creation of the master list, each context was reviewed and then each participant presented one theme he or she saw in the data; the process continued until all themes were extracted and recorded on the white board. Then the next context was examined and extraction and identification proceeded in the same fashion.

### **The Findings**

Below are the themes from each of the contexts examined: National, State, University and Local. A brief listing of talking points appears below the themes to give a flavor of the discussion that ensued.

#### **National Themes Expressed by National Participants in Listening Sessions**

Perception - Reputation of Colleges of Education in the USA (like education in the USA) is weak.

1. Quality

Students graduating from programs should be content, pedagogic and technology proficient to make a difference in classrooms, schools and practice settings.

Research is not rigorous, not focused on student learning and classroom practice.

Research utilization does not support evidence based practice.

2. Competition

If COEs can't deliver; alternatives will be expanded e.g., charter schools, for profit providers.

3. Accountability

Evidence needed of the effectiveness of our graduates to produce student learning

Teaching for better student outcomes should be the focus on better student outcomes resulting from graduates of our programs and our research focus and utilization.

4. Partnerships, collaboration

Districts, stake holders etc

***Correspondents*** Rick Ginsberg - Lynne Weisenbach - Jane E. West

**STATE THEMES Expressed by State Participants in Listening Sessions**

Perspective - All programs must be rethought in light of current realities of the educational environment if FAU COE wishes to remain competitive. i.e. new accountability systems; state college mission changes; client base increasingly minority; changing state political agenda.

1. Quality of Programs and Graduates
  - a) Graduates should be competitive and respected across the state. Evidence of performance after graduation must be provided.
  - b) Programs must be distinctive with evidence of quality provided.
  - c) Research focus should be on classroom effectiveness related to student outcomes.
  - d) Research utilization – provide evidence that research findings are embedded into undergraduate training programs at University and State College level.
2. Competition
  - a) Emphasis increasingly being placed on alternative providers.
  - b) Focus on upper division undergrad programs and graduate education except in programs which have clear superiority.
  - c) Meet state college challenge by distinguishing the quality of FAU programs.
  - d) COEs must develop new revenue streams and pick priorities and market programs.
3. Accountability
  - a) Teachers must demonstrate ability to improve student outcomes
  - b) Research utilization-embedding our results into courses, programs, practice, policy; create new models of practice
  - c) Current data systems violate common standards of measurement; empirically derived systems needed
  - d) Emphasis being placed on science. Technology, engineering and mathematics (STEM)

**Correspondents:** – W. Holcombe, W. Proctor

**UNIVERSITY THEMES Expressed by University Participants in Listening Sessions**

Perspective - Enrollment Growth with less

1. Quality
  - a) Programs, graduates, faculty and staff, and students should be recognized and distinctive nationally and locally.
  - b) Need strong graduation and student retention rates.
  - c) Research must be scientific, focused on improving practice at the point of delivery, and performance, and interdisciplinary and across department borders.
2. Competition
  - a) Link COE mission with University mission to support economic growth and STEM programs. i.e., building human capacity.
  - b) Push boundaries rather than doing the same old – same old.
  - c) Remain competitive on strong undergraduate level, in case evaporating pay for advanced degrees weakens grad programs.
3. Accountability
  - a) Alternative delivery models expected – e.g., E-Learning; create national market.
  - b) Increasingly alternative staffing patterns expected – e.g., contracted positions rather than tenure lines.
  - c) Evidence of research utilization must be presented.
  - d) Work of COE faculty will be measured like work of faculty from other disciplines—serious dialogue; engaged scholarship; productive research.

#### 4. Partnerships

- Strong partnerships with practitioners and outside organizations, and across colleges

**Correspondents:** – MJ Saunders, C.M. Moriarty, Diane Alperin

### **LOCAL THEMES Expressed by Local Participants in Listening Sessions**

Perspective - Building Human Capacity, i.e. Teacher capacity and allied professional roles

#### 1. Quality

- a) Graduates must be able to deal with teacher/student relationships, increasingly diverse clients may need additional support, entering accountable standards driven data rich systems which require ability to align what is being taught and what is being assessed.
- b) Screen students more rigorously for role match.
- c) Clinical programs differentiated by length and depth.
- d) Administrator graduates must be more knowledgeable about instruction and how to support new teachers.
- e) Research that matters for (1) policy purposes i.e., pay for performance and classroom performance, and (2) high yield classroom practices that demonstrate better student performance and can be implemented.
- f) Graduates must be able to use technology available in schools.

#### 2. Competition

- a) For-profit and nonprofit providers will grow.
- b) Diversify delivery systems.
- c) Customized curricular programs.
- d) Virtual education will grow.

#### 3. Partnerships

- a) Community stakeholders need to know us and know they need us.
- b) Win-Win partnerships, i.e, professional development plans system evaluation protocol; project management. Universities have more than a local partnership mission.
- c) Foster partnerships that enable COE to be seen as collaborator on leadership and pedagogy decisions.

Correspondents – Joe Barone; David McKnight; Peter Licata; Linda Whitehead; Anne Killels