

### Strategic Listening

#### Local Summary of Perspectives

Our graduates in exercise science, teacher preparation, and leadership are generally very well thought of by employers. The biggest challenges to Districts are the budget and building teacher capacity. The biggest challenges to the Service Industry are the budget and capacity building of staff. Where should university emphasis be?

#### Pre-professional Training

1. New hires are expected to “hit the ground running.”
2. Perhaps we need to ask some students “Is this the right profession for you?”
3. They need to have a passion to teach
4. Districts can develop teacher diamonds in the rough.
5. Teachers need to know what a relationship with their students’ means for success.
6. African American males disproportionately represented in ESE.
7. Yes, teachers need lesson plans and content knowledge, but personal relationships matter more to kids.
8. They must be able to align what’s being taught to what’s being assessed. They go into a world of accountability.
9. Most student teachers are placed in Urban Academies (low performing schools).
10. Universities should know what teachers are facing and prepare them.
11. Teachers should build lessons with a sense of urgency, and there is support for “backward design” in which teachers figure out what is the goal, then how to get there—map out strategy based on standards and with more teacher input (Response: this is a positive traditional movement for teacher empowerment, as in the past 20 years of reform teacher have too often been ignored and forced to do canned lessons, especially at the elementary level).
12. Descriptive feedback is very important.
13. No amount of training would have prepared me

#### Content

1. Contrary to view of some others, panel said that teachers know the content (the what) and that the issue is how to teach.
2. Hinted that we try to cover too much information in our courses
3. Mentioned she has not seen syllabi from our classes
4. Focus on reading for everyone as it is VERY important.
5. Administrators need to be more in touch with teaching.
6. Less is more
7. Standards driven curriculum
8. Data rich environment
9. World of accountability

#### Internships

1. Should we do more assessment and evaluation of future teachers during our internships?
2. Maybe an extra internship for those who are not cutting it.
3. Are our internship programs long enough—should they be differentiated by length and depth to build confidence levels?

#### Technology

1. Future of virtual education reinforced. Digital natives are growing.

2. Brick and mortar schools need to be vigilant because of the convenience factor of the internet
3. Students today need more stimulation and are harder to reach—this seems to point to a need for more technological skills on the part of the teacher.
4. Virtual ed – all students required to take some
5. Scripted feedback takes a long time

### Service industry

1. 200 country clubs owned by members in area – at one club membership dues bring in \$34 million yearly.
2. Human resources – food bev – nails and hair = membership - 50 million dollar operation –
3. Need technical skills but more importantly people skills = personality = communication skills
4. Sports Medicine Institute =
5. 200 certifications
6. Internal management training
7. Palm Beach Institute of Sports Medicine on/near campus has a good working relationship with his club, which has some kind of physical therapy program. Our students in exercise science can go to work for PBISM or JB's country club. Competitors are public and private universities in Florida
8. Does country club require certifications? There are over 200 and the most common and best 2 or 3 are through American College of Sports Medicine, but he's very flexible and if the individual has the right personality for the job, needn't have certification.
9. Response: this speaker seems relevant to exercise science but not to the rest of COE. Glad to know there's a local demand for our exercise science graduates. He didn't seem to feel there were any changes needed in that program.

### Charters

1. Charter schools may or may not be good for students [there is little firm evidence with which to form generalizations], but they are not in teachers' best financial interest.
2. We live in a world of accountability and at the same time people like choices.
3. Charter schools don't get as much money (he says they don't get local millage—can that be true?) but have the same state accountability as other public schools.
4. The new governor is a proponent of charter schools and we can expect growth. There has been a growth of charter schools because people like choice and such schools tend to be smaller which parents like for safety. In Florida we've had legislature supporting charter schools—
5. Require certified teachers but don't pay them as much as regular public schools,
6. Have branched into Georgia which as a new state provides lots of challenges, and he is looking forward to Rick Scott as governor.
7. Use Pay for performance and have a problem with losing teachers to the public system as they switch whenever possible.
8. School is inclusive of speech pathologists—didn't really answer as to whether they are appropriately trained for school settings.
9. Communicating and forming relationships with parents and students, he suggests a humanist approach based on the idea that people are good.

### Relationships

1. Rethinking what working with students mean
2. Interpersonal skills, social skills and relationship building are needed for success in the workforce and community.

3. Relationships with teachers are vital
4. Relationships are extraordinarily important, both with students/parents and with exercise science clients.
5. "Are the universities aware of what the teachers are facing?" now and in the future
6. "Is there a way that we can get ahead of those changes" so new teachers won't be taken so off guard
7. For instance, the State is Developing a Data warehouse of its own and they are working on new Standardized Exams.
8. Do our teachers think the students are in their way – a chore?
9. What does a relationship with students mean?
10. Nothing prepares teachers for students except being with them.

### **Collaboration**

1. Districts welcome collaboration, but their needs are not always the needs of the university, given the various requirements of academic life and accreditation
2. Communication between district and universities is important
3. Virtual education is very popular and could be a joint effort.
4. We need to keep in touch with the school systems
5. There is a need for a more "formalized means of sharing information". "We need to have this type of conversation more often."
6. Perhaps the District can somehow get the University involved with their partnership with the College Board (they are one of only 10 in the country that has such a partnership)
7. There is a need for more collaboration and communication in the form of:
8. Task force type meetings that include representatives from the university and district administrators and
9. In the form of collaboration on interventions and grants between the university and potential employers of our student
10. We need to communicate more with districts about required Annual Yearly Progress (AYP), accountability, requirements, etc.
11. Fiat is great and Pine Jog wonderful—great partnerships!
12. Professional Development plan for districts is required by the state—could it be a partnership, creating a system evaluation protocol?
13. Wants more dual enrollment with university people teaching in high schools.

### **Build Capacity**

1. The COE can help the District "build capacity"
2. They are trying to build capacity of their learning team facilitators
3. Since the "The system of professional development must align to the standards adopted by the state and support the framework for standards adopted by the National Staff Development Council," how does the COE's training also align to the same framework of standards?
4. The state has developed the "Professional Development System Evaluation Protocol" (Third cycle 2010-2014). This protocol is used by reviewers as they conduct site visits to school districts.  
<http://www.teachinflorida.com/LinkClick.aspx?fileticket=9vw9t6qYuaA%3D&tabid=66>
5. How can the COE become tuned into that protocol so it can help its teachers be prepared
6. Their administrators are asking for in-depth training on item analysis
7. They are working with "Train U" to develop "Stop, Drop, and Review" training modules
8. Maybe they can hire professors to teach some of their dual enrollment classes or to help with the virtual classroom
9. Broward provides Ruby Payne training and offers free trainings to our students

10. Don't drown in data because personal relationships don't show up in data.
11. Cultural competence matters a lot, because today is a different world.
12. The generation gap and the digital gap resulting from it matter more than ethnicity or poverty— candidates seem to have content knowledge but weak on “how” to reach modern kids in interesting fashion. Youth culture is very different and more stimulated. He often sees strong content and a lot of activities but little instruction. He strongly advises spending a day in a teacher classroom to see what they have to put up with [Response: does he know about the state recency requirement which requires two school visits a year for faculty involved in teacher education?].
13. Failure of new teachers is sometimes because of lack of support from administration. Faculty member suggested administrators should sometimes thank teachers.
14. Less is more as to content but student teachers need to be more in touch with the public system, which offers lots of training even to student teachers
15. They want colleges and universities to do more professional development and classroom management is key
16. District offers 3 courses to our student teachers on poverty, classroom management, and standards driven effective schools program

### Research Needed

1. When asked what type of research FAU could do to help her, she said “Pay for Performance” – it is going to be a requirement but there is limited information regarding its potential to impact school districts
2. Also, what do other countries do to improve teacher capacity?
3. RESEARCH and it needs to be shared (example: is merit pay effective?).
4. Response: most of what they ask for is policy research not classroom research – similar to Feds – we are not getting research that focuses on teaching and learning.
5. What high yield strategies can we implement?

### Serendipity

1. Budgets are huge challenges, as are class size amendment and building capacity.
2. Talked about our excellent teachers (better than other universities)
3. Does not know but would like to know what state requirements there are for teacher education programs.

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