

SUMMARY STATE PERSPECTIVES**OVERVIEW**

The landscape of higher education will change significantly in the years to come due to Race to Top, teacher pay, Florida's public schools are now minority majority, new state college chancellor says change can be quick and painful or slow and painful. The question is do we go forward cooperatively rather than grudgingly? Departments will need to identify what is unique about their programs to remain competitive.

Foci

1. The focus right now is on the number of qualified teachers available. Concerns include affective-based teacher education and better performance in the classrooms. Current answer is hyper-rationalization of K-12 teaching and administration.
2. State higher education policy is focusing on not losing as many students along the way because of lack of credentials. It is known is that a HS grad will make \$20,000, a certificate student \$38,000, and a technical degree is worth \$45,000 in today's market
3. Rising numbers of exceptional children
4. COEs should get out of the numbers game. Focus on quality of product.
5. Focused on teacher performance. Merit Pay seems to have legs in the legislature. Noted Los Angeles Study. We all know good teachers: we need to identify them and reward them where value added or career ladders.
6. Reaction: the observation that we should stop "cranking them out" and instead focus on improvements in quality will resonate among some faculty who are committed to program improvement. However, it generates a tricky dynamic in that it will lead to a short term (1-3 year) reduction in student FTE before COE programs become more attractive to students who seek higher order thinking and degree programs. Raising admissions standards and program expectations nearly always improves the quality of students and graduates, but there is also nearly always a short term drop in numbers until the word gets out that the new programs are more prestigious. Within the COE, the proposal will generate heat between those who will focus on the short term drop in FTE vs. those who will focus on long term improvements in programs and graduates. The proposal has major implications at the university level and will require deep negotiation with university groups outside of the COE.

Education Reform

1. The reform movement is moving toward more subject mastery through end of course tests than grade level through standardized testing; aligning assessment with instruction. Grades have currency on a particular campus or school. Question is how we validate teacher awarded grade.
2. COE must stay in tune with school reform movements and take a leadership role at state level and local levels if the college is to have influence on new directions.
3. A need to revise/revamp K-12 package; should also address current teacher modular—a graduate degree /certification.

4. COE's must first recognize what is occurring in K-12 classrooms and rethink the programs, skills and attitudes they try to instill in their graduates.
5. COEs asked to rethink teacher education programs and stay focused on the product they put into the classroom.
6. Teacher prep: k-12 teachers want universities to change and do better addressing technology, new student population.
7. What should outcomes of teacher ed programs be? There is a movement to more subject mastery than grade level: students should move along if they are very able instead of being pinned in place. Should have break-up of stand-alone classroom and have more flexible modules. End of course exams are very good.
8. Standardized assessment is poor, as it is not linked enough to instruction. Some teachers haven't changed at all as to technology and some have—they all should. There is direct instruction support to help them achieve in classroom. Students learn at different rates so need different interventions.
9. Race to the Top will bring a ton of money for technology infrastructure. Currently most k-12 school technology is not aimed at individual differentiation.

Resources

1. Due to limited resource environment, can't be everything to everybody.
2. Florida isn't properly funding higher education.
3. For Universities as well as State Colleges it's a resource issue. Some Universities have decided to focus more on graduate education and limit those areas of undergrad that they offer.
4. Is it likely that state colleges are going to take their basic funding and put it into teacher education? Probably not, so their teacher programs will be built on tuition and self support.
5. Tuition differential base increase prices the university out of the reach of some students; increase in unemployment helps determine their degree choice, so they are increasing taking majors that will give them more money.
6. Tuition differential may price universities out of reach of many with continued recession, driving students to state colleges. Extent of debt helps drive students into higher paying fields. One consequence of increasing state tuition is losing minority students.
7. Population of high school students is increasingly minority without a lot of family higher education. Florida has very bad needs-based financial aid, preferring to spend money on merit aid like Bright Futures.
8. From a funding level, higher education is a donor committee and K-12 is an entitlement program like Medicaid. Donors must reduce budget expectations to donate to the entitlements.

Opportunities

1. There may be more of a priority for universities to focus on graduate education in the future. There will be from 10,000 to 15,000 transfers from state colleges in the next two years. Will there be room for them at Universities?

2. Throughout FL we don't have enough resources. Our universities are still relatively new and some are maxing out on numbers of students. How will this affect transfers from community and state colleges? Lots of people coming through these systems. Will there be room in the university system? Where are the resources?
3. Universities need to plan for more graduate programs and upper-division undergrad courses to accommodate the increase of transfer students for community colleges
4. Graduate level opportunities for real leadership from the universities on research and effectiveness to inform undergrad effectiveness and connections with public schools and what they need/want. Universities should answer from research—there is not much research translating into effectiveness based on undergraduate instruction and there needs to be more.
5. Reaction: "I feel STRONGLY that the state college chancellor should not be abrogating the university function of teaching undergraduates to his group and directing what the universities and their faculty should concentrate on (i. e. more research), especially when we are funded like teaching universities, not like research universities (with a very few exceptions)."

Research

1. The college could support departments by providing resources to study the link between the higher education curriculum and performance of practitioners.
2. Some Universities are getting out of teacher education in favor of hard research.

Reaction. Anything said that paints higher ed as non-responsive will be accepted as fact, based largely on 3d hand anecdotes, if it is said by somebody outside of higher ed. Anything said by folks within higher ed will be dismissed as self serving or defensive.

Huge policy decisions at the state level will primarily use anecdotes, stories, and personal memories as the data used to support decisions that were made before investigating an issue. Policy decisions at the national level will primarily use broad data sets that might not be germane to us. These data sets will be used to support broad, ideological decisions that were made without investigating state or local issues.

Reaction. In the College, we'll collect data that is the easiest to collect, especially when suggested by outside groups, to provide the appearance of being data driven. All of these factors are currently in place and can present serious dangers. None of these data sets incorporate faculty expertise, are based on sound pedagogy, or actually help make instructional decisions.

State College FAU Interface

1. State Colleges are charged with focusing on critical employment needs in three categories: applied technical; teacher education (Math/exceptional/reading/science. State colleges should not mimic Universities
2. Community colleges and state colleges will have a larger and larger presence in undergraduate education, specifically in the field of teacher education. 19/28 state colleges have been approved to offer teacher education programs and have at least 1

bachelor's degree. These programs account for 1.5% of their enrollment, and most growth is at lower division level.

3. Bachelor's degrees are only approved to supplement in areas of state critical employer needs and universities do or don't want expanded role. Example: UCF is only state university with a bachelor's degree in Applied Technology, built on the A. S. degree and focusing on supervision and management instead of on content area, especially in police work.
4. Nursing and other health sciences are bachelor degrees building on the A. S.—there is a big nursing shortage. Degrees are duplicative but needed.
5. Teacher Ed is in critical shortage areas of exceptional ed, math, science and reading, based on need and coordination with local universities. The first couple of degrees were pretty contentious (FAU and Indian River). FAU didn't offer the secondary program
6. Can we judge numbers to bachelor's degrees by looking at program approval process for state colleges? There are a few in engineering with university partnership, and B. S. degree
7. Universities have priority on graduate education.
8. State colleges may have to pick up more undergraduate. St. Pete was the first one to change, in 2001. Good legislation in the last two sessions but still some role in AA degrees.

Reaction: FAU COE offered ALL necessary elementary and secondary education courses in PSL but the upper division content courses needed for secondary ed are/were NOT offered by the other colleges—how is Indian River dealing with need for upper division content courses?

Opportunities

1. State Colleges will need great help with k-12 faculty improvement with modules. What does all this mean for grad schools with limited content courses? Grad programs in Public Admin, Business, sometimes and MBA— really unclear, maybe need to be more in discipline
2. Universities can help state colleges/ i.e., BC got a lot of help from FAU when it started its education program. Universities look at state colleges as extensions of universities— could help state college faculty advance.
3. Want opportunity for strong partnerships in science and math with university partnerships or later grad school.
4. Do state colleges need our assistance? Holcombe says tremendous need. Our universities WERE very involved in staff development—there used to be a closer connection. Administrators are aging but that is not good for future of system, as where are all the leaders from good doctoral programs? Need to build leadership from within.
5. State college faculty and administrators need more advanced degrees from universities.
6. University faculty should do more research on research on classroom effectiveness both at the K-12 level and the State College level, and from these research models provide modules of instruction for teachers at both levels.

7. Programmatic tuition rates - Differentiate tuition of special programs.

Serendipity

- We're told universities should concentrate on graduate education

Reaction: When a state leader starts off an invited discussion with the comment: "Educators don't like change very much. Let's get that out of the way." then there are two huge issues to deal with. First, we command so little respect that folks who don't know what we do feel free to make broad and unfactual generalizations about our work. Second, we are losing the PR war. The comment that we need to "Be more responsive" drives home how badly we are failing to showcase what we do.

Reaction: "This interview opportunity was a wake-up call for me in terms of how important it is to garner public perception! When our guest speaker said 'there is no mystery to teaching it just needs to be systematized' I realized that if an expert held this belief that perhaps the public also holds this belief. I just feel it might be dangerous to our undergraduate and graduate COE programs that there is a belief that all that needs to be done is systematize teaching. This belief contributes to the ignorance that takes autonomy and authority away from teachers and adds to the perception that it is not a true profession.

Reaction: We need to change the public perception in order to be empowered to protect our students and their students. Lousie Rosenblatt warned "I've seen cyclic changes, but in this cycle, maybe because of the economic affluence and concentrations of wealth, we find ourselves greatly at the mercy of people who may be very good at making or collecting money but who may not understand children or society or education. They've got the money; however, to propagandize their particular notions, sometimes well-meaning but neglectful of long-term educational and social efforts, We've got to at least rally numbers in the political arena."

Reaction: Because we don't know what the legislature will do i. e. newspapers are quoting Rick Scott that Senate Bill 6 will be back in some form and he'll sign it. Therefore, it is imperative that we be both strategic and nimble to dodge threats to either graduate or undergraduate education in the COE: SB 6 might mean a drastic drop in our graduate programs if teachers won't earn pay for advanced degrees, so we must keep undergrad programs if possible, but we also must grow graduate programs if possible, in case undergrad education programs are moved to state colleges.

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