FAU EXCEED

College of Education
Florida Atlantic University

EXCEED
Excellence in Elementary Education – a Program Transformation
Florida Atlantic University

The Future of Education
2019

Dr. Barbara Ridener, Chair, Associate Professor, PI

Department of Teaching and Learning/EXCEED Grant

NEW TEACHER CENTER

Broward County Public Schools

THE SCHOOL DISTRICT · REACH FOR EXCELLENCE · PALM BEACH COUNTY

LSi LEARNING SCIENCES INTERNATIONAL

DESIRE FOR REFORM VS. REALITY OF CHANGE

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GLASBERGEN

"I want you to find a bold and innovative way to do everything exactly the same way it's been done for 25 years."

EXCEED
Excellence in Elementary Education

Florida Department of Education- Centers of Excellence in Elementary Teacher Preparation Grant (2014-2017)

Focus of Grant

- Deepen candidate content knowledge
- Enhance clinical experiences
- Strengthen partnerships with school districts
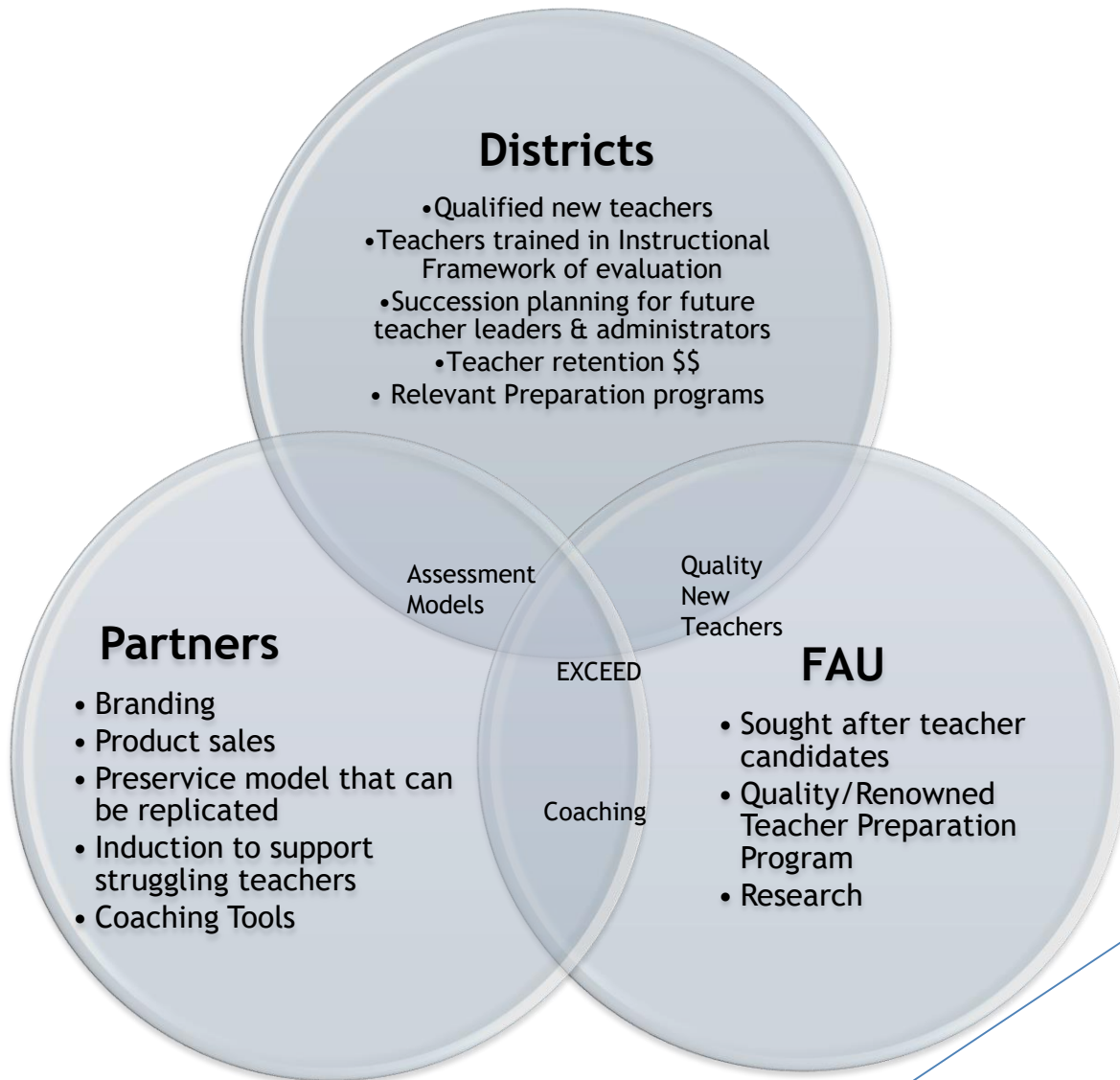- Engage in Continuous Improvement

EXCEED PARTNERS

❖ Florida Atlantic University

- College of Education- Dept. of Teaching and Learning
- College of Science
- College of Arts and Letters
- Honors College

❖ District Partners

- Broward County Public Schools (6th largest in nation)
- School District of Palm Beach County Schools (11th largest in nation)

❖ Strategic Partners

- Learning Sciences International
- New Teacher Center

COLLABORATION & CHANGE

Districts

•Qualified new teachers
•Teachers trained in Instructional Framework of evaluation
•Succession planning for future teacher leaders & administrators
•Teacher retention $$
• Relevant Preparation programs

Assessment Models

Quality New Teachers

EXCEED

Partners

• Branding
• Product sales
• Preservice model that can be replicated
• Induction to support struggling teachers
• Coaching Tools

Coaching

FAU

• Sought after teacher candidates
• Quality/Renowned Teacher Preparation Program
• Research

CHARTING THE COURSE- DATA AND FEEDBACK

2012-2015 Graduate Responses on the Quality of FAU's Elementary Education Program
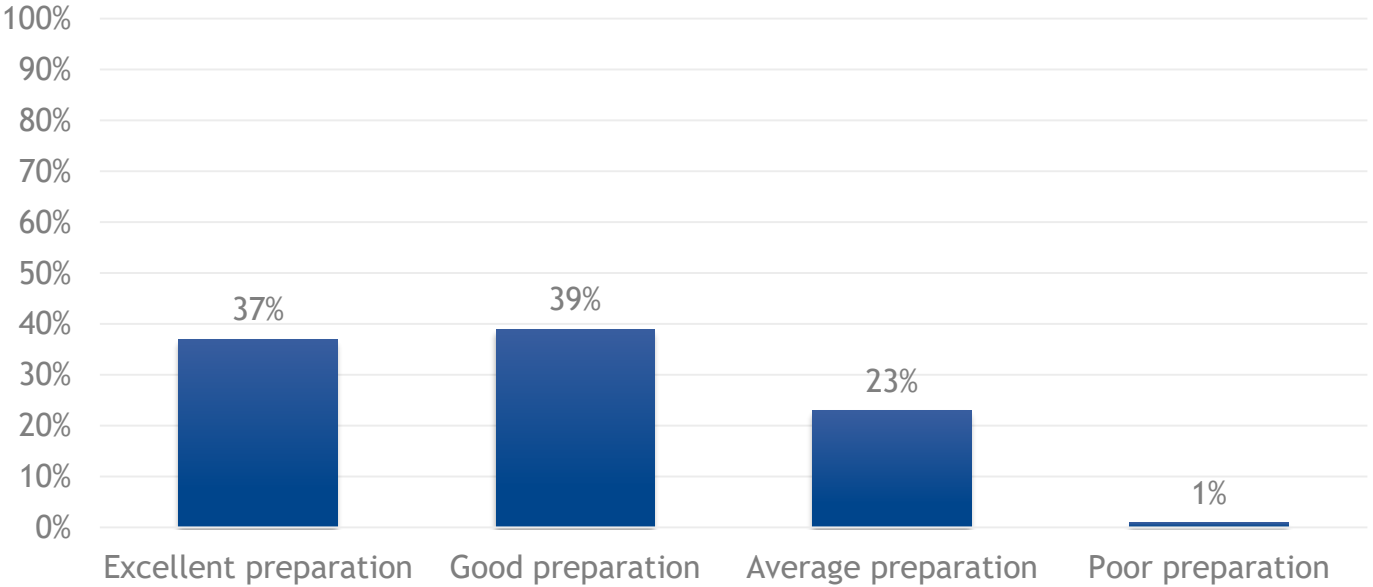
PERCEPTION OF STUDENT TEACHERS CONTENT KNOWLEDGE (Fall 2015)
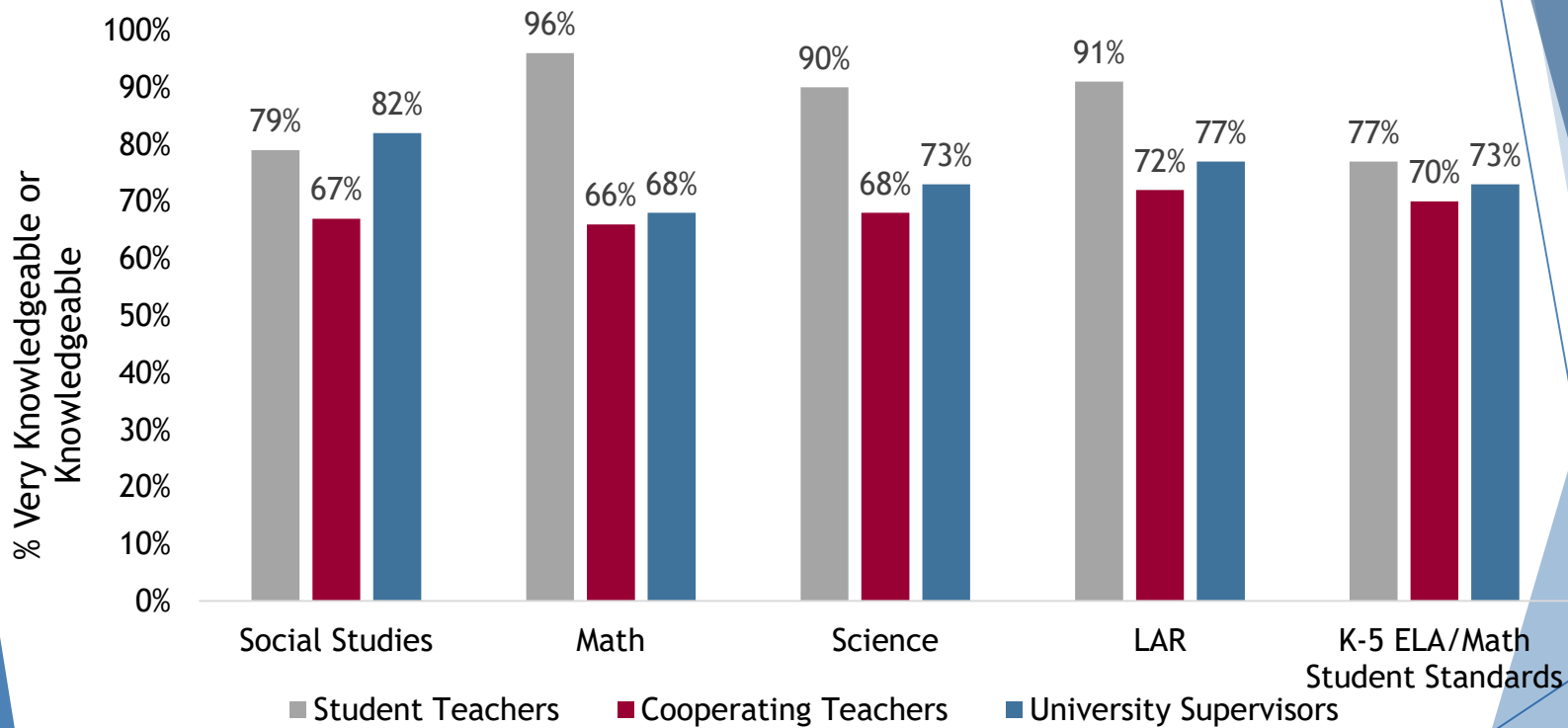
CONNECTING THEORY TO PRACTICE

❖ John Hattie and Gregory Yates – Visible Learning and the Science of How We Learn

❖ Michael Fullan & Andy Hargreaves – Teacher Development & Change

❖ Robert Marzano – Domains of Effective Teaching – Transformation from focus on teacher actions to student impact

❖ TPI-US Teacher Preparation Framework

LISTENING

ENGAGING IN THE CHANGE PROCESS

❖ A Case for Change

- • Florida K-12 Standards

- • Teacher performance evaluations

- • Florida Teacher Certification Examination (FTCE)

- • State-mandated student teaching summative instrument aligned to district evaluation model

- • District HR and principal feedback

❖ Structure of change

- • Content coursework developed with districts

- • Professional development

- • Observation and feedback tools

- • Use of assessment and survey data to drive decisions

- • Faculty alignment to support changes

OUR JOURNEY TO EXCELLENCE – STRONG DISTRICT PARTNERSHIPS

❖ Strong Partnerships

- School District Liaisons

- Joint Placements of Student Teachers

- Joint Observations

- Data Sharing

Judgement Area #1: Quality of Selection

Evaluation Criteria:

Principles, criteria, and recruitment/selection practices

Pre-selection GPA and/or standardized test scores

What efforts are underway to make program candidates and program completers more representative of the student population of the schools and/or district(s) served by the program?

Quality of Selection

Implementation :

Standardized tests show cohorts with above average scores

Demographics of cohorts represented more diversity than teacher population of local districts

FTCE test preparation strategies developed to mitigate decline due to changes in exams

Judgement Area #2: Quality of Content Knowledge and Teaching Methods

Evaluation Criteria:

How does the program:

- ensure individual teacher candidates have a secure knowledge of their content?

- ensure teacher candidates are well equipped with key teaching techniques and methods?

- ensure that connections are made in courses between course knowledge and its application to teaching practice?

Quality of Content Knowledge and Teaching Methods

Implementation:

Redesigned elementary education degree that includes both English for Speakers of Other Languages (ESOL) and Reading Endorsements

Developed and delivered new content courses in math, science, and social science to improve elementary education candidate content knowledge

Developed and delivered new classroom management and reading/language arts supervised practicum course

Revised technology, multicultural and methods courses

Judgement Area #3: Quality of Clinical Placement, Feedback and Candidate Performance

Evaluation Criteria:

Structure of the final clinical experience and selection of placement sites

Choice, Training and Support of cooperating teachers and/or program supervisors

Observation tools

Quality of the feedback
- Is it consistent?
- Is it constructive and actionable?
- Does it lead to improvement of teaching?

Impact of the Candidate on the K-5 Classroom

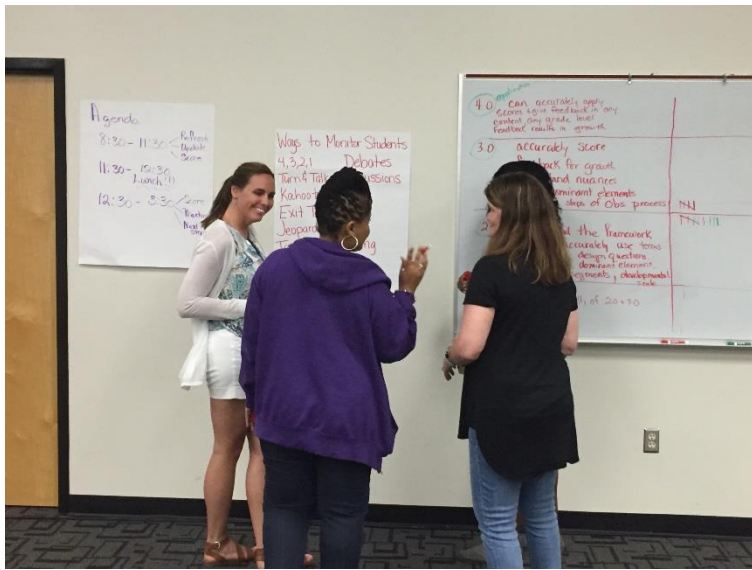# Quality of Clinical Placement, Feedback and Candidate Performance

Implementation:

Enhanced clinical experiences through:

- Improved placement practices
- Observations
- Evaluation tools
- Feedback and coaching processes
- Professional learning for cooperating teachers and university supervisors

PROFESSIONAL LEARNING
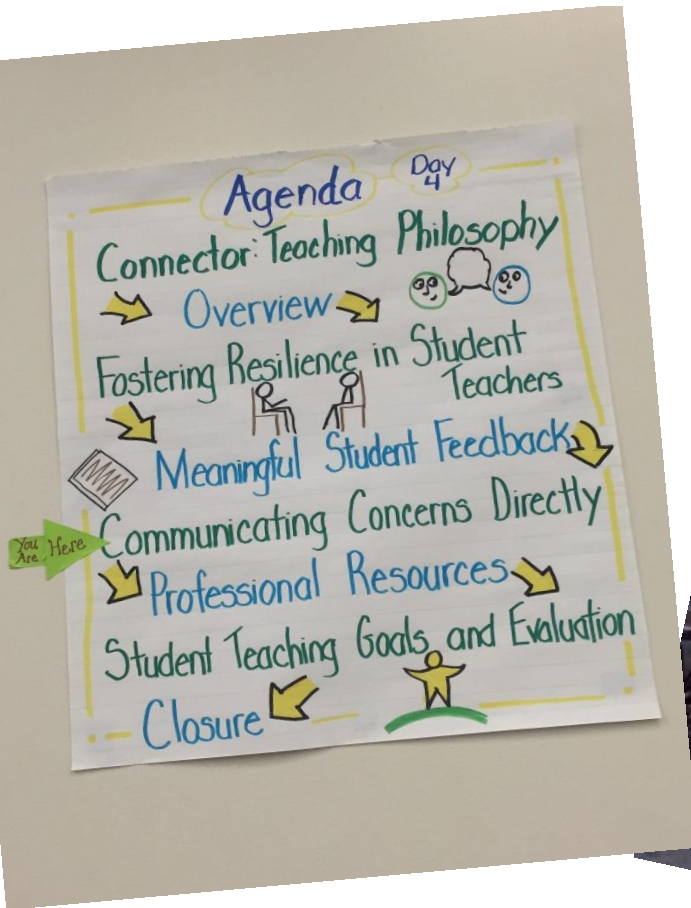
Ways to Monitor Students
4,3,2,1   Debates
Turn & Talk   Discussions
Kahoot
Exit Tickets
Jeopardy
Teacher Questioning
Interactive Journals
Observations

Judgement Area #4: Quality of Program Performance Management

Evaluation Criteria:

Does the program:
- use a wide variety of data to understand candidate performance?
- make improvements based on data?
- monitor the quality of its data?
- use quality control "gates," transition points?
- have intervention plans for weaker candidates?

How does the program
- monitor and take steps to improve the quality of coursework and teaching?
- take action as a result of information?

Quality of Program Performance Management

Implementation:

Rigorous procedures to monitor the quality of data

Survey results

Observation data

Student, faculty, clinical educator and university supervisor feedback

External reviewer data

Assessment Effectiveness Outcomes

EXCEED Programs Site Visit Ratings 2015-2017

Florida Atlantic University	2015	2016	2017
Selection	3	3	3
Content Knowledge	2	2	3
Clinical Placement	2	3	3
Performance Management	2	3	3

Appendix E: APPR Summary Table Elementary Education Programs

Rank	Institution/Program	Undergrad/ Grad	Summative Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Number of Completers
1	**Florida A&M University** Elementary Education/ ESOL/Reading	U	3.6	4.0	4.0	3.0	4.0	3.0		165
2	**Florida A&M University** Elementary Education/ ESOL/Reading	U	3.6	4.0	4.0	3.0	4.0	3.0		165
2	**University of North Florida** Elementary Education/ESOL	U	3.4	3.0	3.0	3.0	4.0	4.0		846
4	**Florida Atlantic University** Elementary Education/ ESOL/Reading	U/G	3.2	3.0	3.0	3.0	4.0	3.0		1,826
4	**Florida Gulf Coast University** Elementary Education/ ESOL/Reading	U	3.2	3.0	4.0	3.0	3.0	3.0		555
4	**Florida Memorial University** Elementary Education/ESOL	U	3.2	4.0	4.0	3.0	2.0	3.0		43
4	**Saint Leo University** Elementary Education/ESOL/Reading	U	3.2	4.0	4.0	3.0	1.0	4.0		705
4	**University of Florida** Elementary Education/Exceptional Student Education/ESOL/Reading	G	3.2	3.0	3.0	3.0	2.0	4.0	✓	187
4	**University of Florida** Elementary Education/ESOL/Reading	Post-Bacc	3.2	2.0	3.0	3.0	4.0	4.0		464

January 2019

QUESTIONS

"In an increasingly complex world, sometimes old questions require new answers."