

Fischler College of Education and School of Criminal Justice

Educational Leadership Advisory Council Meeting

(October 28, 2021)

Charting New Waters in a Time of Challenge and Promise: Renewing Our Shared Commitments and Aspirations

Meeting Summary

Attendees

Broward

Tiffany Peterson

Reginald Pierre-Jerome

Hillsborough

Teresa Campbell

Lee

David Sanon

Miami-Dade

Milly Gonzalez

Wells Keverette

Orange

Sheila Windom

Palm Beach

Laura Davis

Pasco

Kim Moore

Pinellas

Lynette Fields

Paula Texel

Volusia

Christine Mahaney

University School

Bill Kopas

NSU Fischler College of Education & School of Criminal Justice

Dr. Jorge Blanco, Dr. Mel Coleman, Dr. Melinda Coleman, Dr. Victor Lopez, Dr. Maria Grethel Mendez, Dr. Gabriela Mendez, Dr. Ken Rockensies, Dr. Angela Yehl

- I. **Opening Session:** Dr. Jorge Blanco provided the morning welcome and all participants introduced themselves.
- II. **NSU's Master of Science in Educational Leadership: A Brief Snapshot:** Dr. Gabriela Mendez and Dr. Maria Grethel Mendez provided a brief overview of the updated Master of Science in Educational Leadership 30-credit program (see attached PowerPoint).
- III. **Completer and Employer Survey/Assessment Updates/Ed.S. Program Reconstruction:** Dr. Angela Yehl reviewed assessment and curriculum updates pertaining to the Ed.S. and M.S. in Educational Leadership programs. The advanced programs, including Educational Leadership, are currently undergoing CAEP review, with a site visit scheduled for December 10, 2021. Program reconstruction has been completed for the M.S. in Educational Leadership and is currently underway for the Ed.S. New Employer and Completer surveys were developed for the Educational Leadership programs and shared with the Council to obtain feedback. Educational Leadership candidate performance on the FELE (Ed.S. and M.S.) and on the culminating problem-based learning project (M.S.) for the 2020-2021 academic year was shared and discussed with the Council (see attached PowerPoint).

IV. Starting the Conversation: Breakout Rooms for Small Group Discussions: Participants were assigned to three breakout rooms to review and respond to the three below questions. The following is an integrated summary of the discussions:

Discussion Question 1: With the fall return of teachers and students to Florida’s schools, what is the present situation in your district/school in relation to student achievement, teacher attrition, and school leadership?

Mental Health Support

- There is a need for trainings (principals, teachers), counselors, and teacher support in responding to student mental health concerns.
- The schools have been working in crisis mode and, among the concerns, is how to mitigate learning losses during the past year.

Teacher Shortage/Principal and Assistant Principal Turnover

Teachers are leaving their positions because of pandemic-related teaching challenges (online-only, student disengagement, etc.), low salaries and other reasons, and district and private school leaders have had to emphasize their managerial as opposed to instructional support roles. Principal and assistant principal attrition was also cited as a concern for some districts.

Bus Driver Shortage

The pandemic also led to bus driver resignations, which added to the managerial stress of ensuring students attend school. Some districts had to develop innovative ways of responding, such as modifying school start-times to provide more flexibility in transportation schedules.

Discussion Question 2: What will your districts’/schools’ future look like moving forward? What has changed? What will change?

Alternative Certification/Teacher Professional Development

- To manage teacher shortages, several concurred that alternative pathways to certification should be established as a strategy for increasing the numbers of qualified teachers.
- Professional development for clinical education—specific to the FLDOE reading endorsement requirement for teachers supervising teacher candidate interns—was also mentioned as an additional area of need.

Social and Emotional Learning (SEL)

Schools will need to develop frameworks for implementing social and emotional learning (SEL) in their curricula. As a means for fostering social-emotional literacy, this approach will help promote student and community well-being and long-term success.

General

- For teachers, moving from working in crisis mode to the post-crisis “new normal” has required adjustments.

- In this uncertain environment, the value of education—in relation to teacher salaries—needs to be reconsidered.
- The community needs to have a bigger role in promoting education and the future of children.
- Enhance partnerships with universities and include school staff and personnel. An additional idea is to explore university partnerships with Future Teachers of America (FTA).

Discussion Question 3: In this new context, how can we work together as partners in preparing NSU-Fischler College of Education & School of Criminal Justice students to lead schools in ways that meet the needs of your districts and governing entities?

- Teacher preparation courses need to be updated to accommodate pending B.E.S.T. standards.
- Possible/anticipated changes in Florida Principal Leadership Standards.

V. A Word on Partnerships: Dr. Jamie Manburg provided an overview of NSU’s partnerships in Florida and identified three options:

1. Affiliation Agreements: Official agreements with districts to allow student internships and clinical experiences.
2. Tuition Scholarship Program: These are special initiatives that provide district and school employees with program discounts.
3. Comprehensive Teacher Training Program: Also known as “pipeline agreements,” these include the Paraprofessional-to-Teacher program, Teacher Internship/Residency, and the planned NSU Teacher Academies. A unique feature, too, is the “guaranteed position” for students currently enrolled in the Fischler Academy undergraduate teacher preparation programs.