

**Fischler College of Education and School of Criminal Justice  
Educational Leadership Advisory Council Meeting  
November 20, 2024**

***Technology and Education:  
Preparing Leaders for Meeting Standards in Level 1 Training Programs***

**In Attendance:**

Archdiocese of Miami: Donald Edwards

Broward (BCPS): Tiffany Peterson, Reginald Pierre Jerome

Palm Beach County: Anita Richardson

Lee County: Amy French

Hillsborough County: Teresa Campbell

Pinellas (PCPS): Chasity Downing, Paula Texal

University School (USchI): Robyn Kaiyal

Charlotte County: Jacqueline Martin

NSU: Francisca Campbell; Melinda Coleman; Georgina Arguello; Gabriela Mendez; Tatiana Martinez; Maria Grethel Mendez; Dana Fredebaugh; Tatjana Martinez; Kenneth Rockensies; Carmen Session; Angela Yehl

**Welcome and Introduction:** Dr. Maria Grethel Mendez, Associate Professor, Abraham S. Fischler College of Education and School of Criminal Justice

**Update: 2024-25 NSU Educational Leadership Program Continuous Improvement of Activities and Initiatives**

**Dr. Angela Yehl, Assistant Dean, FCESJ Office of Academic Affairs**

Dr. Yehl provided a brief update on FCESJ's 2024-25 educational leadership program activities and initiatives related to FDOE program approval, CAEP accreditation and continuous improvement. Dr. Yehl was able to share and include a review of program completer and employer data.

**Assessment & Accreditation Updates**

- Florida DOE-TPI site visit completed 10/28/24-11/1/24
- CAEP Accreditation Site Visit-Scheduled for December 2025
- FELE Performance:
  - Improvement on Subtest 3: essay in 2023-24 academic year for both MS and Ed.S. Educational Leadership Programs
  - Improvement across subtests with the exception of subtest 3 for MS program, and subtest 2 for Ed.S. programs
  - FELE Supports and curriculum changes effective thus far (writing prompts across coursework; stronger alignment to FELE competencies; 240 Tutoring)
  - Will be developing FELE Canvas course for Winter 2025

**Admission Criteria/Requirements**

Current admissions criteria for both the M.S. and Ed.S. in Educational Leadership shared with ELAC partners for discussion and feedback. Additional feedback will be provided on the post-meeting evaluation.

- Current Professional Educator’s Certificate
- Supervisor Recommendation Form--completed by the applicant’s school or district demonstrating the applicant’s leadership potential and skills
- Submit two most recent performance evaluations or equivalent with obtained ratings of “effective” or higher
- Cumulative GPA of 3.0 or higher

**2023-2024 Completer/Employer Survey results shared with ELAC partners:**

**Completer Survey results for 2023-24 at 43% response rate**

- Items—3 Strengths:
  - Analyzing data to guide decision-making to improve learning and support an inclusive/equitable environment
  - Lead/support teachers so they prioritize student learning
  - Effectively communicate with students, faculty, parents and community
- Items—3 Potential Areas for Growth:
  - Evaluate and use technology tools to engage p-12 students and enhance instruction, manage student assessment data
- Program Strengths:
  - Instructional Leadership
  - Organizational Leadership
  - Data-driven Decision Making
  - Legal Aspects & School Policy
- Program Areas for Growth:
  - Faculty Development
  - Budget Management and Practices
- Overall Effectiveness:
  - 89% Highly Effective; 11% Effective

**Employer Survey results for 2023-24 at 24% response rate**

- Items—3 Strengths:
  - Analyzing data to guide decision-making to improve learning and support an inclusive and equitable environment.
  - Lead and support teachers so they prioritize student learning
  - Evaluate and use technology tools to engage p-12 students and enhance instruction, manage student assessment data
  - Advocate for equitable access to resources
  - Model and cultivate professional norms and dispositions
- Items—3 Potential Area for Growth:
  - Effectively communicate with students, faculty, parents and community
  - Communicate and advocate for ethical and legal decisions
  - Collaboratively lead and implement mission, vision and process for continuous improvement
- Program Strengths:
  - Instructional Leadership
  - Organizational Leadership
  - Diversity, Equity, Inclusion & Social Justice

- Creating a Safe and Equitable School Environment
- Program Areas for Growth:
  - Assessment
  - Legal Aspects & School Policy
  - Budget Management and Practices
- Overall Effectiveness:
  - 40% Highly Effective; 60% Effective

Overall, we use this data in addition to other data (e.g., ELAC feedback, post-meeting evaluations from the schools/districts) for our continuous improvement planning process.

### **2024-2025 Continuous Improvement Plan**

#### **There are 3 areas of focus for 2024-25**

- Faculty Development—how are we addressing this within curriculum, our assignments and assessments, making sure that we are optimizing our coverage of faculty development across the program and preparing them for this. Some standards that align with faculty development include hiring, developing, supporting, and retaining instructional personnel.
- Budget and Finance—strengthen or add content and activities/assignments within the curriculum to further support candidates’ preparation.
- Technology—we want to ensure this includes advanced technologies (AI) as we want to ensure preparation of candidates to lead schools in curating technology tools and managing responsible and ethical use of technological resources

### **Faculty Development**

#### **Aligns with Florida Educational Leadership Standards (FELS) Standard 6: Recruitment and Professional Learning**

- Hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel
- Identify instructional personnel needs by collaborating with the school principal on the following:
  - Develop a school-wide professional learning plan
  - Develop school personnel’s professional knowledge and skills
  - Monitoring and evaluating professional learning
  - Monitor and evaluate professional practice and provide timely, actionable, and ongoing feedback
  - Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C.
- **Faculty Development-- Internship/Field Activities: How we are currently addressing within the program specific to cultivating school leaders through simulation activities**
  - EDL 799/EDLR 585-Field Activity-Plan for Cultivating School Leaders; Simulation Activity: Disruptive Teacher
  - EDLR 575/EDL 704-Teacher Observation-Pre-conference and post-conference
  - EDL702/EDL 515-Data Analysis & Curriculum Project
  - EDL 704/EDLR 580- Mission, Vision, and Improvement Plan
  - EDL 735-PDP- Preparing for Community Partnerships
  - EDL 755/EDLR 575-Professional Development Plan: Instructional technology (field Experience Assignment/Assessment)

#### **Ed.S Program does a PDP on preparing for community partnerships; both programs create a professional development plan around Instructional Technology**

- EDL 799/EDLR 585-Field Activity

- EDL 799/EDLR 585-Simulation Activity
- EDLR 515-Curriculum Alignment & Instructional Technology
- EDL 702/EDLR 515-Data Analysis & Curriculum Project
- EDL 755/EDLR 575-Professional Development Plan: Instructional Technology
- EDLR 575/EDL 755-Technology & School Culture Project
- EDL 600/EDL 790-School Safety Review and Improvement Plan

### **Technology Leadership in Schools**

Facilitator: Dr. Melinda Coleman, Associate Professor

This session covered the leadership technology skills that have been discussed over the last few years; what districts are looking for in graduating candidates who are ready to move into the level one programs; and what types of skills we really want to see in our candidates.

- Leadership-school leaders should provide technology leadership in schools
- Communication-should be able to communicate with teachers/students to help achieve school goals
- Problem Solving-should be able to use problem-solving skills to create solutions to issues that people bring to them
- Data analysis and decision making-should be able to gather, analyze, and interpret data to make informed decisions that improve student learning
- Adaptability-adapt to challenges, such as balancing budgets and adjusting to online support technologies for teaching and learning
- Organizational skills should have strong organizational skills because they are responsible for the entire school

### **NSU Strategies to support EDL Candidates as Technology Leaders: Must be an Instructional Leader and Technology Leader**

- EDL candidates must engage the school's audience—primarily function of the classroom teacher. However, with the support and leadership of the Principal and Assistant Principal(s) they can embed technology into the school's instructional program and culture and staff.
- Methods to utilize technology?
  - EDL candidates need to constantly grow their knowledge of technology and share with their staff and be a role model to them. Understanding their role and support to the administrative team. It's okay if they don't know everything about the latest technology but have someone on their team that can help and assist.
- Organize and evaluate the role of technology in the Candidate's school. School administrators can protect their staff from chaotic technology implementations by creating a more streamlined approach. School Leaders play a large role in making sure those software systems work well together. Collecting data may require advanced tools and training, but with use of technology, surveys, and feedback forms, school administrators can collect valuable information which teachers find useful, what students find engaging, and what benefits teacher-parent relationships.
- Set the vision for their school's teachers-EDL programs projects, activities, and clinical experiences and support the following:
  - School leaders set the tone for the role in education-related technology in their schools
  - Supportive leaders will talk about the value of technology for implementing effectively in both internal/external communications

- The use of proper terminology when talking about technology-based instruction in the school. Leaders will be able to help the community see the value of technology for learning embedded in school characteristics.
- Key Strategies taught to EDL Candidates
  - Establish the team
  - Model technology use and practices
  - Encourage excellence
  - Assess faculty's needs
  - Recognize effective instructional technology use
  - Provide support and training
- Standard 3: School Operations, Management, and Safety
- Standard 6: Recruitment and Professional Learning

**Discussion:**

**Questions**

1. What are districts doing in their Level 1 programs to address the technology training needs of Level 1 candidates aspiring to become administrators? For selected standards related to technology use, see Florida Educational Leadership Standards (FELS).

**Pinellas County: Chasity Downing**

In Pinellas they recently had a professional learning opportunity on Excel. While they are looking at pulling data, they are trying to use Excel in organizing as well and putting the information into sheets so that administrators have and can share that data with teachers.

- The inventory process mentioned how to use all other resources around when new folks go in. Do they know their library media specialists? What do they do? Do they know who tags the books and uses that.
- Having an organizational chart in your school allows them not to be overwhelmed and trying to manage every piece of technology itself.
- We have been working on adult learning, and part of that is how do you present? How do you use those technology pieces? How do you get your staff engaged in professional learning development sessions?

**Hillsborough County: Teresa Campbell**

So, we are in our level one preparation program, and we really look at what are the software pieces that are Hillsborough specific. We have two sides: the teachers' side and the administrator's side, and so you don't get to see the administrator side of the different software pieces that they are using (i.e. for budget purposes, and curriculum etc.).

- Really embracing AI features and recently using Microsoft Copilot can help one as a leader to create better communication and use in an ethical manner
- Recently we have had professional learning sessions

**Broward County: Reginald Pierre Jerome**

Both Dr. Peterson and I been in preparation this year with our groups. I'm the facilitator for the lead program in Broward County Schools and Dr. Peterson is the facilitator for the PROPEL program and we want to make sure that we're aligned with the curriculum and some of the expectations. In connection with meeting our groups throughout the month, in the next few days they will be an engaged in a data analysis course.

**Broward County: Dr. Tiffany Peterson**

We are very strategic about our professional development and using technology. Recently we implemented a training, showing the aspiring leaders how to build data dashboards so they can track school data. Teachers familiarized themselves with their own data and how to analyze results to remediate or add intervention strategies to increase student achievement. We really are not at AI yet, but we will need to be so in the future.

**Broward County: Reginald Pierre Jerome**

Recently, on October 19 we had a huge conference titled T.I.E.S. Innovation Learning Department, which is Technology, Innovation, Equity, and Support. This conference was well received as individuals were talking about how important it is for teachers to utilize technology in the classroom, and AI since we all know strong administrators comes from being a strong teacher, although not all the time, but it helps in really trying to fortify the strength of a strong leader. There were quest speakers and presenters, vendors and teachers, all were invigorated about learning more and how they could bring and infuse technology in the classroom.

**Dr. Melinda Coleman:**

Both Hillsborough and Pinellas along with Broward County have pointed out the different strategies they are currently using in their schools. You know that when we look at technology, we are not just looking at one component. I think the importance of our candidates is having applied the knowledge as they are going through our program and learning more and more what is happening in their schools. What are the initiatives within their districts? Are they ready for the next level for that district? It's about school management that's done every part of the day. Each one has provided feedback and shared what you are doing in your districts and how to move forward in their professional and learning development.

**Dr. Gabriela Mendez:**

Mentioned that she notices most of the panel talking about data and how their leaders are using data in their classes/school. Then we analyzed the curriculum and aligned it with the standards, but some students find it difficult to interpret because the data is too broad. How does achievement relate to standards? Can someone provide and share with us? Also, I wonder what leaders do at their school? How do they identify where the problems are?

**Palm Beach County: Anita Richardson**

In PBC all our leadership programs involve some form of technology, and there are so many different buckets that we try to hit, (i.e. Google tools). We have our research and development department come in and help principals prepare new principals to leverage all data tools and use that data to form instruction.

**Dr. Melinda Coleman:**

Part of our role that we see at the university level at NSU is that when candidates are ready to move into their district training program, we want to make sure they candidates are familiar with what is happening district wide.

**The Mutually Beneficial Purpose of ELAC: Preparing Graduate Students for Future Leadership Positions and Advancing the Quality of Education in Florida**

Facilitators: Dr. Gabriela Mendez, Associate Professor; Dr. Angela Yehl, Assistant Dean, FCESJ Office of Academic Affairs

Dr. Yehl discussed the purpose of ELAC and highlighted the mutually beneficial aspect of the partnership, as outlined in our purpose statement. We (NSU) continue to make changes to our programs based on partner/district feedback and have experienced better outcomes. Participants engaged in a brief discussion regarding what the districts would like to see in our ELAC meetings and continued partnership.

**Broward County: Reginald Pierre-Jerome**

I'm honored to be part of this team, and we're always looking forward to these meetings. I love the energy and the motivation that's coming from all the districts, as it's needed as we are in a rocky times sometimes in education. We have individuals here on this panel who have passion so kudos to those leading the crusade in making sure our leaders are prepared for a better tomorrow.

**Charlotte County: Jaqueline Martin**

Being that I'm new to this group, I wanted to just listen. However, the conversation must be continuous and ongoing and reciprocal. We just need to keep connecting, communicating and having these collaborative conversations around preparing leaders. It's a tough job, but it's also hard to get good people to take them because of the negativity surrounding it. But if we continue to work together, we can provide positive role models and positive opportunities and see the rewards from being an educational leader. Another source that's available is the ISTE standards—they have a lot of really good resources.

**Dr. Maria Grethel Mendez, Associate Professor**

Thank you and wrap-up

**Dr. Ken Rockensies, Associate Dean of Academic Affairs**

Closing remarks

**Fischler College of Education and School of Criminal Justice**  
**Educational Leadership Advisory Council Meeting**  
**June 5, 2024**  
*Enhancing Professionalism and Effective Communication and Collaboration*

**In Attendance:**

Archdiocese of Miami: Donald Edwards

Broward (BCPS): Reginald Pierre Jerrone

Miami-Dade (MDCPS): Isela Rodriguez, Kervette Wells, Regina Wimberly

Pinellas (PCPS): Dena Collins

Seminole (SCPS): Dumarie Rodriguez Dillard

University School (USchl): Robyn Kaiyal

NSU: Francisca Campbell; Melinda Coleman; Mel Coleman; Dana Fredebaugh; Tatjana Martinez; Kenneth Rockensies; Carmen Session; Angela Yehl

- I. **Welcome and Introduction:** Dr. Ken Rockensies, Associate Dean for Academic Affairs, Abraham S. Fischler College of Education and School of Criminal Justice

**Update: 2023-24 NSU Educational Leadership Program Continuous Improvement Activities and Initiatives**

Dr. Angela Yehl, Assistant Dean, FCESCJ Office of Academic Affairs

Dr. Yehl has provided a brief update on FCESCJ's 2023-24 educational leadership program activities and initiatives related to CAEP accreditation and FDOE program approval and continuous improvement

II. **Developing Professionalism and Effective Communication and Collaboration Skills**

**Facilitator:** Dr. Melinda Coleman, Associate Professor, Abraham S. Fischler College of Education and School of Criminal Justice

- Developing Level 1 candidates the “soft-skills” through interpersonal skills as it relates to effective communication and collaboration.
- Being able to navigate setbacks and address the root cause of poor performance at candidates’ school sites.
- FCESCJ educational leadership faculty has outlined, through data collection on how candidates’ soft skills are addressed, the needs of school leaders and different Florida School districts.

A. **Summary of ELAC-generated Revisions to the FCESCJ Educational Leadership Program**

**Soft Skills as defined by ELAC District Members**

- “People Skills” or “interpersonal skills”—allow individuals to effectively interact with others in a professional setting.
- Being able to collaborate effectively, manage time and communicate with clarity.
- Being able to navigate complex interpersonal dynamics, build strong relationships.
- Teamwork, communication, adaptability, problem-solving, work ethic, conflict management.

**ELAC Recommendations which were Implemented into the Program Curriculum (Master's & Specialist Programs):**

**Communication**-effective communication is essential to building strong relationships with colleagues and stakeholders. Ability to convey messages in a clear and compelling way but also understand the needs of others and respond to feedback is important. Build professional relationships when working with teams through:

- Active Listening
- Verbal Communication
- Nonverbal Communication
- Written Communication
- Presentation Skills
- Courageous/difficult conversations

**Leadership**-a good leader has the ability to inspire team members to achieve shared goals and objectives through:

- Problem-solving
- Coaching and mentoring
- Management
- Strategic thinking

**Teamwork**- requires communication, collaboration and shared commitment to work as a group in a professional school setting. This can help foster creativity and innovation, as it encourages members to share ideas, brainstorm new solutions, and collaborate on new initiatives through:

- Conflict Resolution
- Mediation
- Accountability
- Collaboration

**EDL Program Simulations**- Bridging the gap between Theory & Practice, allowing the candidate to experience leadership and decision making opportunities in a safe setting where they can apply knowledge and theories on how best to handle a scenario through:

- Critical Decision-making Skills
- Practical Application to theory
- Collaborative Learning
- Reflective Feedback

**ELAC Member Discussion**-shared key components from the districts:

- Problem-solving involves the ability to come up with alternative solutions. Critical Thinking, Analysis, Strategic Thinking, Initiative.
- Work ethic demonstrating an individual's commitment to their job. Punctuality, Reliability, Professionalism, Discipline.
- Conflict management process for addressing disputes or disagreements in a constructive and effective manner. Empathy, Negotiation, Mediation.
- Time management is the ability to set priorities, organize tasks and allot time across different activities. Planning, Goal Setting, Delegation, Time blocking.

**B. Discussion Question:**

- What are districts doing in their Level 1 programs to address the soft-skills training needs of Level 1 candidates aspiring to become administrators? Areas to consider include ethical/professional conduct, conflict resolution/negotiation, crisis prevention/management, personal learning/improvement, teacher/administrator relationships, social media etiquette, meeting protocol, and phraseology.

**Participants-** elaborated on what they do within their district to prepare administrators for leadership roles in their schools. As instructional leaders they have utilized or considered important the following:

- School SIMS
- Customer Service Training
- Culture versus Climate Training-Maintain and sustain a positive culture in their active roles
- Book Studies-Start with Your Y by Simon Sinek
- Ethics Module-consist of videos, articles, quizzes (provided scenarios on how they would decide and respond to address ethics at the school sites)
- Instructional Rounds
- 360 Assessments
- Public Speaking
- Trained in Class (Cultivate leaders in fostering student success)
- Wellness (taking care of yourself first, to be able to care for others)

**Closing:** Dr. Ken Rockensies, Associate Dean, Office of Academic Affairs

# Fischler College of Education and School of Criminal Justice

## Educational Leadership Advisory Council Meeting

(November 15, 2023)

*Fall FELS*

### Meeting Summary

#### Attendees

Broward

Tiffany Peterson  
Reginald Pierre-Jerome

Hillsborough

Teresa Campbell

Lee

Chris Drake

Miami-Dade

Isela Rodriguez

Palm Beach

Melinda Springman-  
Herrera

Palm Beach

Melinda Springman-Herrera

Pinellas

Paula Texel

Seminole

Dumarie Rodriguz-Dillard

St. Lucie

Lisa Slover

Archdiocese of Miami

Don Edwards

University School

Robyn Kaiyal

NSU Fischler College of Education & School of Criminal Justice

Dr. Mel Coleman, Dr. Melinda Coleman, Dr. Tatjana Martinez, Dr. Gabriela Mendez,  
Dr. Ken Rockensies, Dr. Angela Yehl

#### I. Update on 2023-24 NSU Educational Leadership Program Continuous Improvement Activities and Initiatives

Dr. Angela Yehl provided participants with updates on the following assessment activities:

- Florida Educational Leadership Standards: Critical tasks/assessments and field activities are aligned with FELS.
- FELE Competencies: Currently strengthening alignments.
- Based on review of assessment data, the M.S. in Educational Leadership was revised effective 2023.

For additional details, please see attached PowerPoint.

## **II. Discussion on Florida Educational Leadership Standards: Standard 3-School Operations, Management and Safety**

How can FCESCJ prepare educational leadership candidates to (a) acquire a comprehensive understanding of FELS Standard 3 and (b) utilize their knowledge of the standard and skills as future practitioners to meet Level 1 training program requirements?

What skills and tools do you want FCESCJ candidates to have for Level 1 training success?

What are districts doing in their Level 1 training programs to prepare candidates for Standard 3?

### **General Areas to Consider**

Assistant principal skills; fiscal resources; tasks for Level 1 participants; year-long initiatives related to Standard 3; Aspiring Administrator Program; FDOE compliance inspection visits; Professional Learning Teams; intersection of Standard 3 with tasks; future APs need to be well-versed in the master scheduling process; PROPEL program; fostering hands-on experience; value in debriefings; provide APs with mentors.

### **Discussion**

**Reginald (BCPS):** The standards focusing on campus safety should include active shooter drills.

**Tiffany (BCPS):** Additional areas to consider include assessment procedures, stakeholder groups, safety presentations during monthly professional development meetings, and new policies and procedures.

**Lisa (St. Lucie):** For Level 1 candidates in St Lucie, the shift from teacher to leader is challenging.

**Teresa (Hillsborough):** Instructors need to know the policies and procedures...and simulations provide a good vehicle for this.

**Isela (MDCPS):** To elaborate further, experienced leaders are needed for teaching aspiring assistant principals. The MDCPS budget supports this and efforts have been successful. Encouragement by the leadership team has also improved school safety.

**Dumarie (Seminole):** Seminole County's focus on safety has been led by principals and safety teams that include safety drills and debriefings. Schools also need to consider whether there are other related areas requiring training and how processes might be tightened up.

**Tiffany (BCPS):** For BCPS, assistant principals are required to go to monthly meetings and meet with parents.

**Don (Archdiocese of Miami):** Guiding preservice leaders to engage in cross-level communication is important. Another strategy includes holding "What-if" meetings for various types of emergencies. Also, as APs transition into their roles they should host meetings with various school representatives including legal counsel, fiscal managers, insurance professionals, etc.

**Reginald (BCPS):** Recognize that collaboration is important. When candidates have been trained, design additional learning opportunities focusing on how they should do their jobs. Also, the biggest challenges are communication and preparing the master schedule.

**Teresa (Hillsborough):** Hillsborough is focusing on building up Standard 3-related course content for instructional leaders. The emphasis is also on knowing how to problem solve.

**Tiffany (BCPS):** New policies also help with school safety...for example, TikTok is not allowed as a communication platform.