

Fischler College of Education and School of Criminal Justice
Educational Leadership Advisory Council Meeting

Thursday, May 8, 2025

Effective Professional Practice Through Collaboration

In Attendance:

Broward (BCPS): Tiffany Peterson, Reginald Pierre Jerome

Miami Dade County: Regina Wimberly, Kevrette Wells

Palm Beach County: Lascelia Bakers, Melinda Springman-Herrera

Hillsborough County: Teresa Campbell, Kelinda Lockett, Rita Irving

Port St. Lucie: Lisa Slover

Somerset Academy: Bernardo Montero

University School (USchl): Bill Kopas

Charlotte County: Jacqueline Martin

NSU: Francisca Campbell; Melinda Coleman; Laura Cohen; Georgina Arguello; Gabriela Mendez; Tatiana Martinez; Kenneth Rockensies; Angela Yehl

Welcome and Introduction: Dr. Tatjana Martinez, Associate Professor, Abraham S. Fischler College of Education and School of Criminal Justice

Update on 2024-25 NSU Educational Leadership Program Continuous Improvement Activities and Initiatives

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

Dr. Yehl provided a brief update on FCESCJ's 2024-25 educational leadership program activities and initiatives related to FDOE program approval, CAEP accreditation, and continuous improvement.

Assessment Updates:

- CAEP Self-Study submitted 4/7/25; site visit scheduled for 12/3/25-12/5/25
- FELE Performance
 - 4 candidates did not pass or one or more subtests during the current (2024-2025) academic year; each candidate has been assigned a faculty mentor to provide support.
 - FELE Canvas course offers additional resources and support; candidates enrolled early in the program to begin accessing FELE support materials in EDL 702 and EDLR 505.
 - Beginning in Fall 2025, a FELE bootcamp will be implemented each semester in collaboration with Learning Liaisons (this will include live and online sessions to review each section of the FELE, test-taking strategies, etc.)
 - Effective Fall 2025, FCESCJ will require students to pass all sections of the FELE to be eligible for the internship. This will ensure candidates take the exam at the optimal time (during or upon completion of the Seminar course). Survey of candidates suggested they may benefit from additional FELE support.

Candidate Survey

Twenty-nine (29) Candidate Satisfaction Surveys were emailed to NSU Educational Leadership program candidates enrolled in the Seminar course (EDLR 600/EDL 790/EDL 745) in the Summer 2024, Fall 2024, and Winter 2025 terms. The overall response rate for all 3 terms was 31% (9/29). Seven EdS candidates completed the survey, and 2 MS in Educational Leadership candidates completed the survey

- All respondents had completed 25-36 credits
- **M.S. in Educational Leadership:** Both candidates agreed or strongly agreed that the coursework and field experiences are preparing them in all areas.
- **Ed.S. in Educational Leadership:** Six of the seven respondents strongly agreed that they were satisfied with their preparation and coursework. One candidate had some mixed perceptions.
- **Program strengths in the M.S.:** Instructional leadership and data-driven decision-making.
- **Program strengths in the Ed.S.:** Data-driven decision-making was also cited as a program strength followed by instructional leadership, organizational leadership, faculty development and family and community engagement.
- **M.S. Areas of Growth:** One respondent indicated data-driven decision-making as both a strength and an area for growth.
- **Ed.S. Areas of Growth:** Budget management practices, which is an area for continuous improvement in the current academic year.

Overall, FCESJ is focusing on enhancing a number of areas, including FELE preparation.

Continuous Improvement Updates 2024-2025

- Provided status update on three areas for continuous improvement in the 2024-2025 academic year: **Faculty Development, Budget, and Technology**
- Question by Tiffany Peterson (BCPS) about the FELE: For January 2026, how are you going to prepare the students? What does that look like? Perhaps maybe we could partner at some point to come up with a seminar or a student session. There are many changes and, in view of this, is there a plan in place? Any action steps?
- Dr. Angela Yehl's response: Dr. Coleman has been communicating with all candidates to make them aware that there will be a new FELE in January. We will be rolling out some additional communications this summer and ensuring planned trainings for the Fall are updated and aligned with the new version of the test. Will follow up after meeting on opportunities for collaboration.

Enhancing Professional Excellence: Collaborating in School Operations, Management and Safety

Facilitators: **Dr. Laura Cohen**, Assistant Professor, Psychology/Director, School Counseling Concentration; **Dr. Melinda Coleman**, Associate Professor; **Dr. Gabriela Mendez**, Associate Professor

- ◆ Drs. Cohen and Coleman reviewed and discussed how school districts can best support student success through collaboration at the leadership level. NSU is addressing this aspect of FELS Standard 3 via collaboration between the School Counseling and Educational Leadership programs. Collaboration is modeled and opportunities are provided for collaborative class sessions for School Counseling and Educational Leadership candidates. Field experiences are also embedded to provide opportunities for application of collaboration skills in authentic settings. Faculty of both programs are also engaging in innovative research on improved collaboration as a moderating factor in self-efficacy in decision-making.

Open Discussion:

1. In what ways does your district apply Standard 3 (School Operations, Management, and Safety) to foster collaboration?
 2. How are you integrating collaborative practices with Level 1 Candidates and School Counselors in your district?
 3. What challenges have you faced in encouraging collaboration among school leaders, and how have you addressed them?
 4. What suggestions can you offer NSU to better prepare candidates for leading collaboratively in schools?
- **Reginald Pierre Jerome - Broward County**
 - PBIS support system, (the positive behavior intervention support system). Focus on tiered support in team meetings. Collaboration to make sure the climate is good, student well-being and behavior.
 - **Kevrette Wells - Miami-Dade County**
 - Threat Assessment Teams
 - Values Matter (focus on the district's 9 core values) – Counselor usually leads a lot with this initiative, in collaboration with the administrator, and brings a lot of community to the school
 - **Laura Cohen – NSU**
 - The threat assessment team is the very first simulation Dr. Coleman and I did together with our students, and it was so successful and impactful – really got everyone on the same page and showed this is what happens every day in our schools. Helps candidates to answer - “How will you address it?”
 - **Kevrette Wells - Miami-Dade County**
 - Good to have the experience now and process it because once they are in the role they become overwhelmed because they wear many hats, so they can digest the material now and revisit once they are in the position

- **Melinda Coleman – NSU**
 - Important that they don't have these experiences for the first time when they come to your level. First exposure needs to be in the program where they can learn, sit back, reflect and evaluate – not only what tools and strategies did I use, but what was I missing?

- **Kevrette Wells - Miami-Dade County**
 - Getting some exposure to different types of scenarios so that you can connect the dots later. Behavior response to intervention is really big in collaboration, managing the environment and definitely with counselors and various stakeholders
 - In reference to NSU's attendance initiative project, MDCPS has something called datacom – Principal sits before Superintendent and one of the targeted areas is attendance. Any Principal is going to be ecstatic to know they are getting some fresh ideas on how to increase students' attendance

- **Teresa Campbell-Hillsborough County**
 - One of the things we face here is working with different divisions and departments (where everyone knows their craft), and we invite those experts in the field to present to our leaders.

- **Regina Wimberly-Dade County**
 - Positive for candidates to participate in these activities engaging in the school sites as well as through the college; to have contextual experiences. Having different versions of those kinds of practices helps to rewire your brain into thinking big picture and helps in the future to immediately draw back on some of those experiences and makes them better candidates because of it.

- **Lisa Slover-St. Lucie**
 - One of the barriers is time. When we look at the minimal amount of time we have as teachers compared to administrators, there is a difference between coaching role and administrator's role, i.e., the latter have the opportunity to see the big picture.
 - Here in St. Lucie, we have an attendance initiative and a lot of that is on the counselor, but overall, a bigger attendance committee. Really understanding what it means to be part of the Leadership team and knowing what the roles are in relation to knowing your resources and who you can call when something is needed.

- **Lascelia Bakers- Palm Beach County**
 - In Palm Beach County, counselors assist with the trusted adult intervention that we have this year, and we have ESOL counselors as well. However, now that I'm in the district office and working with leadership development and coaching, those who have an ESOL or counselor background do not appear to believe that what they bring to the table is a strength since they feel they are missing the academic piece. Work in progress to help them see that what they bring is valuable and that we can help them along, especially with the academic piece.

- **Laura Cohen – NSU**
 - Really hope you begin to see a shift because at NSU we are training our School Counselors to be academic leaders, leaders in behavior, and leaders in attendance. I want each of our School Counseling graduates to feel “I understand academics,” “I understand appraisal,” “I understand evaluation,” “I understand testing,” and “I can be a big piece in moving our results in the direction that our Principal wants to go.”

- **Melinda Coleman – NSU**
 - We are also working with our Educational Leadership candidates on delegation and growing leadership, recognizing strengths and connecting the right people together to move initiatives forward.

Dr. Ken Rockensies, Associate Dean of Academic Affairs

Thank you and wrap-up.

**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