



**SPRING 2007 CONFERENCE MINUTES
Florida Institute of Technology
Melbourne, Florida ~ March 29 and 30, 2007**

THURSDAY, March 29

ITEM 1. Welcome, Introductions, FACTE Update and Program Overview (Scott Hewit, FACTE President)

Presentation and Discussion:

Scott opened the conference by introducing David Cook (Department Head of Education, Florida Institute of Technology [FIT]) who then introduced Gordon Nelson (Dean of the College of Science, FIT). Dean Nelson welcomed the group to FIT and invited the participants to visit other campus areas, including the 35-acre botanical garden. He provided a general description of the diverse FIT student population (5000 students total with 3500 students on-campus and 1500 students at 10 off-campus sites, representing 50 states and over 100 countries). In the FIT College of Science, over half of the students are female. Dean Nelson noted that Florida will celebrate its 500th birthday in 2013, due to Ponce de Leon's landing, which probably occurred in the Melbourne area on Palm Sunday in 1513. He also noted that the "foundation of higher education" was, literally, in the botanical garden at FIT, in the form of stones that formed the first schoolhouse foundation at the Eau Gallie post-Civil War college, which later merged with the University of Gainesville. Scott next welcomed the FACTE members and thanked David and Debra Blenis for hosting the meeting. FACTE Secretary Catheryn Weitman could not attend the meeting, and Jan Yates will take the minutes for this meeting. Scott recognized FACTE Treasurer Theresa Vernetson for organizing the registration process.

Represented Institutions and Organizations

Participants from the following institutions and organizations introduced themselves:

Barry University	Jacksonville University
Bethune-Cookman College	Lynn University
Broward Community College	Miami-Dade College
Clearwater Christian College	Nova Southeastern University
Flagler College-St. Augustine	Palm Beach Atlantic University
Flagler College-Tallahassee	Rollins College
Florida A&M University	Saint Leo College
Florida Atlantic University	Southeastern University
Florida Board of Governors	St. Petersburg College
Florida College	University of Central Florida
Florida Department of Education	University of Florida
Florida Gulf Coast University	University of Miami
Florida Institute of Technology	University of North Florida
Florida International University	University of South Florida
Florida Memorial College	University of South Florida-St. Petersburg
Florida Southern College	University of Tampa
Florida State University	University of West Florida
Hillsborough Community College	Warner Southern College
Indian River Community College	

Agenda Changes

Scott noted the changes in the agenda and announced that Governor Crist would speak on Friday morning (March 30). Also on Friday, based on input from the September 2006 FACTE meeting that requested time for members to meet with each other and DOE representatives, there will be small group discussions on methods of addressing the standards

- ITEM 2. Introduction of Speaker (Gloria Pelaez, Chair of FACTE Policy and Research Committee)**
Speaker: Andre K. Smith, Director of Accountability, Research, and Measurement, Florida Department of Education
Topic: *Status of Data Warehouse: What is in it? How can we access it?*

Presentation and Discussion:

Andre has worked at the DOE since 1997, and he currently works with Integrated Education Data Systems. As an overview of this office, Andre explained that the Florida DOE participated with a U.S. DOE grant on integrated data systems and that the Office of Accountability, Research, and Measurement is always looking for opportunities to provide new data marts. Though other states struggle with data systems, Florida established a data system 30 years ago using continuing education and public institution employment and training data sources. Florida may be the only state with a PreK-Beyond 20 data system. (ICUF institutions provide their own data systems at this time.)

Andre noted the focus for access, affordability, and accountability that has been stressed by the U.S. Department of Education, along with the need to align PreK-12 performance with postsecondary student performance. A task force of university representatives and presidents, PreK-12 teachers and representatives, students, etc., met through the Leadership Institute guided by the U.S. Secretary of Education, Margaret Spellings. This task force addressed this data need by discussing the information systems that are needed to answer questions, such as those asked through the Office of Accountability, Research, and Measurement, e.g., is this a problem a social issue or a data issue? Do we have the data to answer an issue?

The Office of Accountability, Research, and Measurement is aware of the need for key stakeholders to access data. Research on many data issues is available, but if the research has not occurred in the State of Florida, reflecting the dynamics of Florida, it may not answer critical questions, e.g., what are the characteristics of the student and the likelihood that the student will continue to work as a teacher if s/he receives financial aid; or how much does it cost to educate a student? Florida may be able to tie the performance of PreK-12 students to characteristics of teachers. Another question of concern is whether teachers can be held accountable for their performance when students have so many social problems.

Educational Data Warehouse (EDW)

Andre described the Educational Data Warehouse (EDW) as a repository that:

1. Integrates existing, restructured data (dating from 1995) for community colleges, the Board of Governors, and PreK-12
2. Provides state of the art analytical capabilities (The EDW houses over 100,000,000 data elements.)
3. Respects confidentiality (Relating to FERPA and data for ICUF institutions, Andre stated that the ICUF institutions have given data to the DOE for the last five years, so why would that be an issue now? He stated that the supply of data by ICUF institutions is not a FERPA issue because the Office of Accountability, Research, and Measurement does not store Social Security numbers; they store unique identification numbers in the EDW. Andre stated that there is no security issue when they "provide the data back out," because the data are anonymized on the front end.)

Florida's primary PreK-12 data resources include the source information systems, i.e., Assessment and School Performance, Evaluation and Performance, and student information systems. The EDW integrates data systems, e.g., PreK-20 and the Florida Education and Training Placement Information Program

(FETPIP) so that students can be tracked while they are in the educational system and after they have graduated. Student-centric data are collected, maintained, and tracked, regardless of the student's level. Data elements that are tracked include educational awards (e.g., community college and university degrees and workforce programs certificates), educational institutions (name of institution attended, migration showing progression and where students go after graduation, etc.), financial aid (free and reduced lunch, Bright Futures scholarships, etc.), courses, educational staff, etc. This information may be used to conduct research to predict the future of the impact of these programs. The EDW has always looked at FETPIP data for transition points, but, in the past, the data were kept in separate systems. The EDW will link the various data sources.

The EDW collects student information for the following areas:

1. Demographics
2. Financial aid
3. Active students (enrollment, attendance, etc.)
4. Awards
5. Test scores (ACT/SAT [College Board], DOE certification data, etc.)
6. Employment

Data are also collected on educational institutions through IPEP data. The Educational Preparation Institutes (EPIs) want to extract fields out of the data system. Currently, EPI completers are reported separately from the IPEP completer data.

Andre described the Metadata component of the EDW that supports the PreK-20 data and that will be accessible through the Education Data Warehouse (<http://edwapp.doe.state.fl.us/doe/>). Metadata will be navigated by the following elements:

- Business subjects
- Data marts
- Data sources
- Business rules

The enduser will have to know what is collected by the EDW in order to query the data. The data can be provided in three ways:

1. Reports/pre-defined queries
2. Data marts that are geared to specific areas, e.g., FCAT, placement and outcomes (Data marts will give the enduser the ability to "drill out" and aggregate data sources, based on demographics and other criteria, without making requests through the DOE.)
3. Data extracts – There are currently three staff members who extract data. They have a backlog of 55-60 requests by citizens, legislators, and media for reports, along with requests for 65 dissertation students. The Office of Accountability, Research, and Measurement is trying to get out of the "data extract world." However, data extracts can still be generated for users who will be given time-limited access to detailed data from the data warehouse database. Access at this level will require high level approval for special needs, e.g., an individual who is doing educational research.

How are decisions made on data requests? Three staff members create reports and extract data, based with the needs of the department, the legislature, the BOG, college presidents, superintendents, press, etc. The Office of Accountability, Research, and Measurement is not staffed for external needs. The office goes through requests and prioritizes and balances them. This may reinforce the need for a research agenda on education.

Business Intelligence

What is B.I? Business intelligence provides an added level of proactive analysis to the EDW through the Cognos8 business intelligence tool. Cognos8 is a software product that allows the enduser to search for data without having to know how data are organized and stored. Through the EDW, the "Cognos

Connection" will store data under a variety of topics, e.g., FCAT stores. Using this example, if the user selects the "FCAT stores" category, it will link the user to pre-defined charts. The enduser will also be able to build reports as needed by querying and adding data elements to create charts, cross-tabulations, maps, tables, etc., through drag-and-drop access. Percentages, rankings, and other analyses can be calculated. This system will not allow the enduser to create a report if there is a small cell size (e.g., rule of 10). Additional business intelligence tools are coming onto the market through other vendors (e.g., Oracle and SAS), but the EDW staff consider that the Cognos8 and Met@Data tools will be quicker for the user. The Cognos Connection and will allow the evaluation of districts/schools at any level for a variety of data categories.

Andre wants FACTE participants to provide input on the reports that are needed so that the EDW can develop data marts. The EDW is already working on FCAT state-wide reports, and some accountability reports will be standardized. Any user will be able to query these reports for specific schools.

Are these data in the "public domain"? At this time, there is nothing in the public domain. All requests are individual through the DOE to determine if research is for the "public good." If there are public domain data, then the institutions will not have to make requests of individual institutional review boards. Andre mentioned the issue of cost for access, i.e., there is currently a \$250,000.00 investment for 350 licenses. The EDW envisions three types of users/purposes for this access:

1. **Standard public reports** on the Web site
2. **Intermediate reports** for categories of users, e.g., teachers and deans (Institutions can control access to information at the institution level.)
3. **Customized reports and access** by the DOE staff for policy decisions.

At this time, the EDW looks at costs at each system level, e.g., costs at benchmarks (first 60 program hours, next 60 program hours, etc.). There was concern that the programs would be compared and program decisions would be made without taking all facts into account. At this time, these comparisons are being reviewed based on the costs (total costs, tuition costs, etc.) to the state for the graduates. These areas need to be fully defined.

Trackings are currently in place for public schools. What about the private schools and private school teachers? Unemployment insurance and wage records are available for private institutions, so the Office of Accountability, Research, and Measurement can also track public school graduates who move to private schools and back to public schools.

How will the EDW account for the variation of programs (e.g., state approved vs. ABCTE vs. EPI) when comparing the performance of graduates? Will the institution be able to verify that its graduates are listed as program or test completers? For example, for EPI graduates, the institution where they received the undergraduate degree must be included in the discussion.

Kathy Hebda responded that the data are initially supplied by the institutions and the Board of Governors. Will every candidate be able to review the data? The route to certification information is now included. (Kathy will address how the electronic IPEPs (eIPEP) will be developed and how data will be gathered today.)

The EDW data are basically descriptive. A concern was expressed that there are many variables that need to be taken into account when using these data so that the reviewer(s) would not draw inaccurate "inferential conclusions" from the data. Andre responded that the EDW employees consult with DOE staff and other individuals prior to determining how to provide access so that these variables and issues are considered before access is provided. He restated that the Office of Accountability, Research, and Measurement is concerned with providing access to data for the purpose of program improvement.

Outcome

FACTE participants will be asked to check compatibility between different systems at the institution and the EDW, so that this can be addressed during the development of the system. Currently, EDW users

can extract data into Excel worksheets. Questions on the EDW process need to be directed to K20edw@fldoe.org (850-245-0428). FACTE volunteers for reviewing data marts are asked to discuss these complexities for the fall meeting.

Scott asked for suggestions on how FACTE can mobilize a small group of people to respond to this request. What would be the process by which FACTE would officially establish this process? It is important that terms (e.g., completer, admission, candidate, etc.) are defined clearly. FACTE would need to provide input now. Larry Daniel will draft a statement about how FACTE can assist with the EDW development that will be discussed at FACTE business meeting this afternoon.

ITEM 3.

Introduction of Speakers (Theresa Vernetson, FACTE Treasurer)

Speaker: Kathy Hebda, Chief of Educator, Recruitment, Development and Retention, Florida Department of Education

Topic: Current State Level Issues: Implications for FACTE Institutions

Presentation and Discussion:

Kathy provided an update on *Educator Quality* that included the status of teacher recruitment and production.

Certificates

There were **22,254 first-time certificates** issued during 2005-2006. These included temporary and professional certificates that were issued to first-time Florida certificate holders. Individuals submitting out-of-state educational credentials were **30%** of the newly certified teachers. The method of training (i.e., approved program, community college, EPI, etc.) is now recorded with the Department of Certification. The breakout of certification methods for 2005-2006 follows:

- **Subject Knowledge (Subject Area Examination) – 49% (n=10,755)**
Some of these certificate holders teach in private schools, but most of these were employed by public schools for the first-time certificate. This number (10,755) does not include certificate renewals. This number represents temporary certificate holders. It is not known how these test-takers will get their professional certificates. They may go to the institutions and approved programs for course work to earn a professional certificate.
- **Reciprocity – 21% (n=4,755)**
This represents professional certificate holders.
- **Out of state teacher education – 9% (n=2,037)**
- **Florida Teacher Education – 21% (n=4,629)**
This was the first year that these students used this method to get a certificate. Some of these certificate holders may have begun with a temporary certificate, i.e., the subject knowledge people are not the only temporary certificate holders. Some out-of-state teachers may also be on temporary certificates.

These percentages have been consistent during the last three years.

Over half of the new certificates issued were temporary certificates. The DOE cannot track where the temporary certificate holders are *going* to complete their professional certificates, but the DOE can track this when they *complete* the professional certificate. Kathy noted that it would be interesting to look at this for other states. (Of the first time certificates issued in California, 70% completed the program in a California institution, as compared to the 21% completing in a Florida institution. California also had an emergency certificate that allowed bachelor degree holders to teach.)

Recruitment

District conference calls and site visits have been held to discuss the districts' staffing needs, vacancy data collection, the Great Florida Teach-in, Teach-in Florida recruitment trips, and retention efforts. At the Teach-in Florida recruitment seminars, registrations to date exceed 1,000 and are projected to top 1500. There are 33 districts that supply recruiters to represent Florida's five regions. Recent recruitment efforts have occurred as follows:

Locations of Teach-in Florida Recruitment:

- | | |
|--|----------------------|
| 1. Urbana IL | February 22-23, 2007 |
| 2. Baltimore MD | March 26-27, 2007 |
| 3. New York | March 25, 2007 |
| 4. Athens, OH | April 3-4, 2007 |
| 5. Pittsburgh, PA | April 10-11, 2007 |
| 6. Indianapolis | April 30-May 1, 2007 |
| 7. Great Florida Teach-in, Tampa Convention Center | June 22-23, 2007 |

Over 300 candidates are registered so far for the **Great Florida Teach-in**, and the goal is for 3000 registrants. Exhibitor registration begins March 21. Over 100 school districts, charter schools, community colleges, and universities are expected to participate. **Contact Ian Barker (ian.barker@fldoe.org) or link to <http://www.teachinflorida.com> to register.**

Vacancies and Projected Needs

How well are we meeting the demand for teachers? There were fewer vacancies reported for 2006-2007 than for 2005-2006.

- **First day vacancy of 2005-2006 – 2101 teachers**
- **First day vacancy of 2006-2007 – 1946 teachers**
- **January vacancy of 2005-2006 – 1783 teachers**
- **January vacancy of 2006-2007 – 1495 teachers**

Vacancies have only been tracked for two years, but the DOE will continue tracking this since the Florida Board of Education has requested this information.

The **projected classroom teacher need in 2007-2008 is 16,878**. (This is also referred to as the "whole vacancy number.") Due to projected changes in enrollment patterns and districts meeting class size requirements to date, almost all of this need is due to attrition that is both voluntary and involuntary. The 16,878 calculation was completed in January 2007 and is more accurate. Critical teacher shortages are estimated in the fall.

The **2007-2008 classroom teacher workforce is projected to be 169,012**, including instructional support staff (school guidance and school library media). Additional information on the projected teacher workforce is located at the following links:

- **Evaluation and Reporting (Teacher Data)** <http://www.firn.edu/doe/evaluation/teachdata.htm>
- **Projected Number of Teachers Needed Florida Public Schools February 2007** (The FCAT calculations are used to determine projections based on retirement and attrition data.) http://www.firn.edu/doe/evaluation/pdf/tchr_proj_feb07_text_rpt.pdf
- **Teacher Projections by Subject Fields** (Program Tables) http://www.firn.edu/doe/evaluation/xls/tchr_proj_feb07_prqm_table.xls
- **Teacher Projections by Districts** http://www.firn.edu/doe/evaluation/xls/tchr_proj_feb07_dist_table.xls

In **2005-2006, there were 50,000 new students** in Florida. **In 2006-2007, there have been only 3000 new students in Florida**. Kathy noted that the hurricane and property insurance issues have impacted enrollment and that Palm Beach County had a decline in students last year, but some other counties have had an increase.

Kathy did not review Information on paths to certification, since this was provided at two recent meetings: (1) the Statewide Teacher Education Conference (*Assessing Candidates' Performance for Impact on K-12 Student Learning*, Ocala, Florida: August 3-4, 2006), and (2) the Fall 2006 FACTE meeting.

Kathy stated that it is estimated that there have only been **20,000 new certificates issued in 2006-2007**. In **2005-2006, there were 6775 completers** in all approved teacher preparation programs. Because Florida allows individuals to earn a temporary certificate, based upon subject knowledge, and begin teaching prior to completing teacher preparation, a significant percentage of these new certificates includes in-service teachers. The breakout of completers follows:

- Educator Preparation Institutes (EPI) 3% (n= 195)
- 4 Year Community Colleges 3% (n= 176)
- Independent Colleges and Universities 19% (n=1300)
- District Alternative Certification Programs 19% (n=1314)
- State University System Institutions 56% (n=3790)

The enrollment in all approved teacher preparation programs for 2005-2006 was 21,924.

The breakout of enrollment follows:

- 4 Year Community College 5% (n= 883)
- Educator Preparation Institute (EPI) 5% (n= 1,510)
- Independent Colleges and Universities 13% (n= 2,900)
- District Alternative Certification Programs 20% (n= 4,478)
- State University System Institutions 56% (n=12,153)

Kathy noted that when using the Florida DOE certification database, it is not possible to track students who attended multiple institutions. She described this as a "lumped, other group" that cannot be tracked, because some of these students do earn degrees in content areas other than education from a Florida institution. This group may go into teaching later and become certified at a different institution.

Legislative Issues Impacting Teacher Preparation

Information was shared on areas of concern relating to teacher preparation during the current 2007 Florida legislative session as follows:

- **Performance Pay** – Senate Bill 1226 (Merit Pay) is scheduled for signing (March 29, 2007), which affects district plan for this and future years. FACTE participants were advised to read the contents of the bill in addition to media reports so that they can help students. Participants are also asked to attend the May 14-15, 2007, conference (***Redesigning Teacher Compensation: A Blueprint for Success***) (<http://info.fldoe.org/docushare/dsweb/Get/Document-4231/k12-07-21memo.pdf>).
- **Tracking Legislation** – In order to adequately track some bills (<http://www.leg.state.fl.us>), it may be necessary to go to the specific committee packet to follow the committee activities until there is "bill language." Kathy encouraged everyone to get involved and participate in the response to the actions by contacting legislators and making sure that institution lobbyists are monitoring bills.
- **100 Ideas** – Many of the legislative initiatives are based on Speaker Marco Rubio's book (<http://www.100ideas.org/>).
- **General Education** – House Bill 451 ("The Proctor Bill") / Companion Senate Bill (The Wise Bill) focuses on the desire of some legislators to require specific courses to address content areas. Representative Proctor asked the Florida DOE to provide a list of all General Education courses that are taught in approved programs for a review of what has occurred since the requirements changed in 2006.

School Leadership

There is a need for administrators (school principals and assistant principals) due to retirements and a decrease in the number of individuals becoming principals. During the 2004-2005 academic year, 68% of

school administrators were over 55 years old. **Also during 2004-2005, 14% of administrators left their positions.**

In the desire to improve school leadership and address demands for instructional leaders in Florida, there has been a move to change the standards and administrative competencies so that principals move from being middle managers to instructional leaders. These changes are covered in **Section 1012.986, F. S. (William Cecil Golden Professional Development Program for School Leaders**, formerly DELTA) and address both preservice and district programs.

The rule development (6A-5.081 Approval of School Leadership Programs) was announced on March 16, 2007. The first opportunity to respond to draft language of this rule must be provided by April 2. (Kathy sent a message to all program contacts on Monday, March 26, requesting input on the draft bill.) On April 2, there will be the one hearing and one workshop. Kathy requested comments in writing (e-mail) on how these approval and preparation processes should occur. The proposed language will be released in April. There will be another announcement in the *Florida Administrative Weekly* on the revisions with the proposed text for the rule. The adoption of the rule is scheduled for the May Board of Education meeting.

The proposed bill will reestablish an **approval process for Educational Leadership programs** to replace the current "continued process" that addresses both institutions and districts and retains Level 1 (Educational Leadership – Program Approval for Institutions) and Level 2 (School Principal – Approval for District Programs). There are **four rules** as follows:

- **one for program approval**
 - 6A-5.081-Approval of School Leadership Programs
- **three for certification**
 - 6A-4.0081-Florida School Leaders Certification
 - 6A-4.0082-Specialization Requirements for Certification in Educational Leadership - Administrative Class
 - 6A-4.0083-School Principal - Administrative Class

Districts had used the DELTA materials to provide inservice training for principals. Section 1012.986 (William Cecil Golden Professional Development Program) authorizes districts to offer their employees, who have already earned a M.S. degree, an initial certification program for principals. A comparison of the requirements between the school districts and institutions shows that one is through professional development and one is through college credit, but the competencies are the same.

These principal leadership standards were developed with the input of school districts, superintendents, institutions, etc., and they are not leveled (preprofessional, professional, accomplished) like the Accomplished Practices. The rule (6A-5.081-Approval of School Leadership Programs) requires collaboration between the districts and the institutions.

Henry Pollack presented on these rule changes at the Florida Association of Colleges for Teacher Education Professional Development Day at FETC 2007 (January 24). **The DELTA materials (<http://www.deltaschoolleaders.org/index.aspx>) can be used by districts for alternative certification for administrators.**

(Kathy continued her presentation after lunch and remarks by Dr. Catanese.)

Educational Data Warehouse (EDW) and Electronic IPEPs

The University of West Florida, which has an EPI, ICPs, and works with the district's certification program, will be the fiscal agent for the first phase of the development of the EDW so that they can test development areas with the Infinity Corporation. The DOE has contracted with Infinity to complete an assessment with the data systems and to work with Jay Pfeiffer to develop the data marts that will cover all certification program types (i.e., EPIs, ICPs, etc.), test scores, and FTCE rates that will eventually contribute to the electronic IPEPs (eIPEP).

This development is expected to be finished and put in place by August 2008 and will include **four phases**:

Phase I: Analysis and planning

This will occur at UWF and be the longest phase. During this time, Infinity will meet with FACTE groups to discuss research projects and determine the systems that are needed to support the rules for program approval. This phase will focus on the IPEP. Phase I will begin soon and continue through August 2007. During Phase I, the following will occur:

1. Identification of included/affected parties
2. Identification of current data reporting mechanisms
3. Identification of new requirements in rule, statute, etc.
4. Identification of opportunities for research and analysis, i.e., what are the additional areas that are needed?
5. Identification of high level process and technical requirements, i.e., what must occur to make your institution's system integrate with the EDW?
6. Create project plan for remaining phases

For Phase I, institutions need to consider the following questions:

1. Who are the MIS (management information system) people, along with program people, who will need to participate in this process?
2. How do you currently report? Some of you have data systems and some of you have file folders.
3. What are the new rules and what are the new reporting requirements? How are these areas defined? We need standardized definitions for all programs, regardless of type, for this system.
4. Who will be participating in these sessions? Infinity will determine how many groups there are and when they need to meet.

Phase II: eIPEP Submission System

During this phase, the software will be developed. Contractors and DOE staff will work to integrate the data collection process with the EDW so that standard reporting occurs automatically.

Phase III: EDW Integration

The testing of modules will occur during this phase to see which elements are needed.

Phase IV: Data Marts – Testing

The testing of data marts will be based on Phase I.

Those who participate in this development must understand the program approval process, how data work, and the assessment systems. Institutions need to identify backup representatives so that there is always representation at each meeting. The MIS representatives need to participate, and institutions need to identify this person now. All representatives will meet together at one time with Infinity.

Currently, the IPEP allows institutions to report compliance. The DOE wants institutions to be able to report that they have gone beyond minimum requirements to make the programs "stellar."

Outcome:

Participants need to (1) respond to Kathy's e-mail message with input on the four proposed rules on Educational Leadership, (2) monitor legislative action, and (3) identify in-house MIS representatives for the data project.

ITEM 4. Introduction of Speaker (Robert Shockley, Executive Director of FACTE)

Speaker: Anthony J. Catanese, FIT President

Remarks:

Dr. Shockley introduced Dr. Catanese, who served as the FAU president until 2002. Dr. Catanese welcomed the group to the Florida Institute of Technology (FIT), the only private technological institution in the United States. Brevard Engineering College, which became FIT, was founded by the chief scientist (physicist) of RCA, Dr. Jerome Keuper, in 1958, around that time Sputnik was developed when U.S. presidents encouraged students to study science and mathematics. Dr. Keuper wanted to provide graduate education to those with bachelor's degrees in engineering. The Eau Gallie High School was the first location. When Dr. Keuper was told that he could not teach in the public schools because of Julius Montgomery, an African-American student, Julius withdrew from the first class of the Brevard Engineering College, but asked to be admitted when the campus was opened at the present location. Julius became the vice-mayor of Melbourne, and he has been honored as a Brevard County pioneer for improving race relations in Melbourne and Brevard County. In 1962, FIT moved to the present campus location which had been the location of the University of Melbourne, which had been founded in the 1950s by faith-based organizations to provide studies for peace, harmony, and understanding. The University of Melbourne went bankrupt. The FIT campus serves about 5000 on-campus and 1200 off-campus students on 158 acres. A multimillion dollar development is housed on the new south campus. Half of the students are enrolled in engineering programs. In comparison to other engineering schools, FIT is large. The second highest area of enrollment is in the sciences, and there are small programs in aviation, business, and psychology.

Dr. Catanese served the Florida public education system for 18 years. He now enjoys being in a private institution where he works with a 35-member board of trustees that meets three times a year. He mentioned the **Pappas report (Proposing a Blueprint for Higher Education in Florida: Outlining the Way to a Long-term Master Plan for Higher Education in Florida)** (<http://www.uff-fsu.org/art/PappasBOGStructureReport.pdf>). He also pointed out the need to understand the demand for higher education in Florida and suggested that we also review the demand for teachers and students, noting the importance of age cohort survival projections which are showing that 25% of those who are aging (Baby Boomers) want to live in Florida, which is going to create a new demand for adult education or lifelong learning. Dr. Catanese also reminded the group that Florida passed a bill that allows those over 55 years of age to audit a course for free. Teacher education programs need to be prepared to address these potential markets.

Dr. Catanese pointed out the differences in gender diversity between today and the time that he was a freshman in his engineering college, when there were 600 young men and one female student. Today, females account for about one third of the enrollment in engineering schools. Referencing recent comments (actual text of comments - <http://www.president.harvard.edu/speeches/2005/nber.html>) by Dr. Larry Summers (Harvard), Dr. Catanese said that he had not seen any difference between men and women in education and asked whether we do enough to encourage females and minorities to look at engineering, science, and mathematics in the middle school and high schools. To this need, he mentioned a \$5 million National Science Foundation grant in which two FIT professors are working with a mobile lab bus and graduate students to improve math and science education in Brevard County (<http://www.wright.edu/cosm/grants/gk12/flinsttech.pdf>).

Reference was also made to *The World is Flat (Thomas Freeman)*, a description of the global economy in which the author makes the point that while many jobs are going abroad, China and India will have the largest economies in five years, while the United States will have the best per capita income in the world. Dr. Catanese suggested that if the United States maintains superiority in the teaching of science, mathematics, technology, and engineering, we will still be a dominant force. He then mentioned findings of the **Spellings Commission (A Test of Leadership: Charting the Future of U.S. Higher Education -** <http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf>) that report that the most popular undergraduate major 50 years ago was education. Twenty years ago, the most popular undergraduate major was business; today, the most popular undergraduate major is psychology. The largest graduate major is law. He also expressed that we must look at current trends, such as accreditation, and noted that some accreditation areas may need to be reviewed qualitatively.

Regarding technology, Dr. Catanese noted undocumented political claims that students are not prepared to use technologies effectively, which he refused by suggesting that those who need help with programming iPods or computers can ask students to help. He further noted that educators need to deal with new student learning habits and the need to promote lifelong learning and serve those who didn't finish a degree with solutions such as online learning. Again, referencing the Spellings Commission's report, it stated that we need to do more for online education. There are approximately six million traditional students in the U.S. However, there are over 12 million non-traditional students who are over the age of 21. Mention was also made of qualitative evaluations of online learning that are conducted by the Sloan Consortium (<http://www.sloan-c.org/aboutus/awards.asp>). In conclusion, Dr. Catanese expressed appreciation for the work of FACTE members and suggested that more money is spent on education in Florida, i.e., "**Hire the best and pay them a great wage and stock a library.**"

ITEM 5. Introduction of Speaker (Elijah Watlington, Chair of FACTE Professional Development Committee and Executive Committee Member)
Speaker: Sundra Kinsey, Educational Policy Analyst, Academic and Student Affairs, Florida Board of Governors
Topic: Update from the Florida Board of Governors

Presentation and Discussion:

Sundra provided greetings from the Chancellor and Jon Rogers and reviewed the **2007 priorities:**

- Access to higher education – A request of \$100 million has been made.
- Medical education – There will be two new schools, FIU and UCF, in partnership with FAU and UM (FIU) and FSU (UCF).
- 21st century workforce and research – The SUCCEED Program will continue.
- First-generation matching grants – There will be \$13 million more for those students whose parents did not attend college.
- Nationally competitive salaries – Faculty and staff will be attracted to conduct research.
- Academic enhancement pilot program
- Student technology enhancement program – This pertains to the technology fee.

General Education

HB 451 (sponsored by Representative Bill Proctor) revises the General Education requirements and counteracts the rule revision of last year. The old rule required 45 hours of General Education, but HB 451 requests 48 hours of General Education with three additional hours designated for English. This bill also specifies hours for classroom management, assessment, and school safety. Representative Proctor believes that our students need to be able to teach a "**world-class curriculum**" with standards and competencies in place, based on *100 Ideas*.

DOE representatives and SUS deans have met with Representative Proctor and Representative David Mealor and emphasized the flexibility that was provided as a result of last year's legislation. At this point, the bill is not moving forward through the House. DOE representatives believe that Representative Proctor wants to hear more from FACTE representatives and be assured that quality exists with the state approved programs.

Teacher Education

SB 1924 (<http://www.leg.state.fl.us/data/session/2007/Senate/bills/billtext/pdf/s1924.pdf>) establishes the Florida Quality Educator Council to require additional data and encompass all certification pathways (EPIs, alternative routes to licensure, state approved programs, etc.), review curriculum, and make recommendations on cost efficient pathways. Data collection will cover the same areas that approved programs cover. However, it will require additional data on teacher preparation programs. EPIs will be required to guarantee their completers for the first two years after graduation or the first two years in the classroom.

100 Ideas

Of Speaker Rubio's **100 Ideas** (<http://www.100ideas.org/>), Sundra suggested that we familiarize ourselves with the following areas:

Idea 6 – Review of curriculum for all teacher preparation programs

Encourage trained and certified curriculum leaders in reading, math, and science, and in the new curricular standards in every school.

Idea 20 – New approach to certifying teachers

Fully certify any teacher who passes a background check and holds a bachelor's degree and demonstrates substantive competence by having the relevant college degree in a specified area, or by passing a rigorous test.

Idea 21 – Increased probationary period for new teachers

Increase the probationary period for teachers from three to five years.

The Florida Common Prerequisites for Education

The Florida common prerequisites for Education have existed for over 10 years and include three preprofessional courses (Introduction to Education, Teaching Diverse Populations, and Technology for Educators) (http://facts004.facts.usf.edu/cpp/transition/alpha_index_2006.htm). The Florida Legislature wants to review these three courses to see if they should continue, be revised, or be replaced by new courses. A workgroup was established to review this jointly by the Board of Governor's Office and Division of Community Colleges, and there have been two meetings to discuss this.

At the first meeting (conference call in February 2007 with R. E. LeMon and community college and state institution representatives), the review was discussed. (What would be the best experience for students to go into teaching? What should they know and what are the skills that they should possess? The courses should include field experiences.) The outcomes of this meeting included the following:

- Determined goals and objectives (What is the best lower division experience for students?)
- Determined that the focus would be on nine hours of preprofessional courses

The outcomes from the second meeting (in Orlando in March 2007 with all workgroup members that included six community college and six state institution representatives), included the following:

- Reviewed the topics currently covered in the courses (Exceptionalities, human development, diversity, and technology were needed.)
- Suggested new topics and competencies (It was determined that these three courses may be the best ones to include, but the types of courses and topics need to be standardized.)
- Recommended the standardization of field experience requirements (A minimum number of field experiences for the Introduction to Education and Teaching Diverse Populations courses may be needed. Schools are implementing these requirements differently. Does this still requirement need to exist?)
- Determined student learning outcomes (Master syllabi may need to be developed for institutions to share.)

SUCCEED Grants

The review of the 2006-2007 RFP process for SUCCEED (Florida Grants for Teacher Education) is underway by the DOE. New recommendations will include the following:

- Eliminate the continuing competitive grant process.
- Allow current projects to apply under new grants each year.

- Add a category for faculty and school administrators, i.e., Nursing, Engineering, and Teaching. There will be a need for a category for principals, i.e., keep teaching and add a category for administrators. Nursing may be split out this year from the category for Allied Health.

The current recommendation is for each institution to submit one grant for one category. Institutions with a continuing SUCCEED grant and a new project will be asked for clarification on how to continue these programs. FACTE (institutions) needs to provide feedback to Sundra or to Ted Bruce on SUCCEED grants.

Data Reporting (SUSs)

Reports will be submitted by all state-approved teacher preparation programs, including Educational Leadership, through the Teacher Education File on the following dates:

- **Summer 2006 – Due October 26, 2006**
- **Fall 2006 – Due November 11-14, 2006**
- **Spring 2007 – Due April 13, 2007**
- **Resubmission – Updates will be sent to the Board of Governors Office.**

The data workshop will be held each summer, sponsored by the Board of Governors Office. The overview of the TEF will be on Friday morning. Representatives from the colleges of education are encouraged to attend. The 2007 meeting will be held in Miami (July 10-13). The Board of Governors will hold a workshop for the data administrators.

Sundra requested that the SUSs ask that the Board of Governors Institutional Research Office works with the colleges of education (COEs) to do a better job of reporting the data. (This does not apply to the community colleges or the ICUF institutions). The Institutional Research Office may not know of new programs that have been added recently, so it is the COEs' responsibility to provide the most accurate data to that office so that they can pull all admitted, enrolled, completed students. The Institutional Research Office returns the data to the COEs for verification. This should eliminate some of the resubmissions that they are receiving. If institutions make updates to the system through the DOE, BOG, or external groups, they need to be sent to the BOG's office through the Teacher Education File (Betty Blue's office). The BOG wants to report information that is consistent with the data that are provided through Kathy Hebda.

Betty reminded everyone that the deans verify, by signature, test match data and that the institutions send corrections to Betty on the Title II and standard reports. Betty expressed appreciation to Sundra for her willingness to work on these data reports.

Jay Pfeiffer is working with the ICUF presidents to develop a better system of collecting the data. Betty suggested a meeting for each group (CC, SUS, and ICUF). This will be resolved with the new EDW.

Outcome:

For questions on teacher education, contact Dr. Jo Rogers, Director of Academic and Student Affairs (jon.rogers@flbog.org) or Sundra Kincey, Educational Policy Analyst, Academic and Student Affairs (sundra.kincey@flbog.org) at the Florida Board of Governors. For questions about SUCCEED Grants, contact Ted Bruce, Administrator of SUCCEED Grants (ted.bruce@fldoe.org, 850-245-7884).

ITEM 6. Introduction (Debra Blenis, Director of Teacher Education, FIT)
Speaker: Lisa Gray, Florida Air Academy
Topic: Florida Tech: Preparing for a Life in Education

Presentation:

Lisa was a chemistry education major (B.S.) and a computer science education major (M.S.) at FIT.

Currently, she is the director of the tutoring program at Melbourne's Florida Air Academy (FAA), where she operates a full-time tutoring program in every field from ESOL to Gifted and Talented. FAA is a private, military-based boarding school (Grades 6-12) that educates a diverse student population of 400 students from over 45 countries. In 2005, FAA opened its doors to female students for the first time.

In October 1999, Lisa was hired at FAA as a tutor in a trial program. The job specifications included working with three students from a second language background to help them pass Grade 7 courses. The program expanded to include the monitoring and assessment of the progress of 20 students during that year. FAA requires a mandatory study hall each evening.

Lisa has taught multiple grade levels at FAA as both part-time and full-time teacher. She attributes this opportunity as allowing her to expand her perspectives to include lower grade levels and curricula outside her chosen content area. Without this opportunity, Lisa stated that she would not have tried to teach at a different grade level. Her first teaching position at FAA was in Grades 8 and 9 (Integrated and Comprehensive Science). She also taught Limited English Proficient students in Grade 9, where she applied and implemented material learned in Multilingual Education classes.

As Lisa continued teaching, her administrative tasks increased. In September 2002, she became the middle school department head and began running the small after-school tutoring program. In September 2003, Lisa was selected to be the teacher of the newly added Grade 6. Then, in September 2004, Lisa became the middle school curriculum coordinator, and she began overseeing all areas involving students in Grades 6-8. The tutoring program continued to expand and added additional daytime factors to the point that in September 2005, Lisa left the classroom to run the daytime tutoring program, in which she currently supervises 15 tutors who service more than 125 students in three different programs (individualized daytime tutoring, individualized after-school tutoring, and study hall monitoring and reinforcement tutoring). Students who are in danger of failing are required to attend the mandatory study hall. Tutors also go to the students' room to check their homework. In two to four weeks, students are usually eligible to leave the tutoring program.

Currently, 10 of the 15 FAA tutors are enrolled or recently graduated education majors from FIT. The FAA-FIT relationship has given hands-on experiences to students in their areas of study. It has also allowed close communication between program students and teachers and FAA teachers in math and science classrooms. Six of the 12 math and science teachers at FAA are FIT alumni.



FACTE Business Meeting
Florida Institute of Technology
Melbourne, Florida ~ THURSDAY, March 29, 2007

ITEM 1. Call to Order (Scott Hewit, President)

Discussion: At 3:05 p.m., Scott called the Spring 2007 FACTE Business Meeting to order. He opened the meeting by introducing the UNF hosts for the Fall 2007 FACTE Conference, Marsha Lupi and Claribel Torres. Marsha and Claribel will provide information on hotels in different areas near UNF (St. Johns Town Center) and San Marco Island to the FACTE members.

Outcome: FACTE participants can call (904-620-2520) or e-mail Marsha (mlupi@unf.edu) or Claribel (ctorres@unf.edu) with questions. The Fall 2007 FACTE Conference (October 4-5, 2007) will be hosted by the UNF College of Education and Human Services in the Jacksonville University Center.

ITEM 2. Approval of the Agenda (Spring 2007) (Scott Hewit, President)

Discussion: The following additions were made to the agenda:

- Bob Shockley will give the treasurer's report.
- The Educational Leadership statement will be added as an agenda item to New Business.
- The resolution regarding the Educational Data Warehouse will be added as an agenda item to New Business.

Outcome: A motion was made (Colleen Kennedy) and seconded (Debra Blenis) to approve the additions to the agenda. The agenda was approved unanimously.

ITEM 3. Approval of the Minutes (Fall 2006) (Scott Hewit, President)

Discussion: Catheryn e-mailed the regular and business meeting minutes to the members.

Outcome: A motion was made (Debra Blenis) and seconded (Colleen Kennedy) to approve the Fall 2006 FACTE Business Meeting minutes with no changes. A majority approved the regular minutes. A motion was made (Terry Fasel) and seconded (Gloria Pelaez) to approve the minutes for the business meeting. The minutes were approved unanimously.

ITEM 4. Roll Call (Jan Yates for Catheryn Weitman, Secretary)

Discussion: None.

Outcome: Representatives were present for 28 institutions. Attendance was as follows:

Present

- | | |
|--------------------------------------|---|
| 1. Bethune-Cookman College | 16. Nova Southeastern University |
| 2. Broward Community College | 17. Palm Beach Atlantic University |
| 3. Clearwater Christian College | 18. Rollins College |
| 4. Flagler College | 19. Saint Leo College |
| 5. Florida A&M University | 20. Southeastern University |
| 6. Florida Atlantic University | 21. St. Petersburg College |
| 7. Florida College | 22. University of Central Florida |
| 8. Florida Gulf Coast University | 23. University of Florida |
| 9. Florida Institute of Technology | 24. University of North Florida |
| 10. Florida International University | 25. University of South Florida |
| 11. Florida Memorial College | 26. University of South Florida, St. Petersburg |
| 12. Florida Southern College | 27. University of West Florida |
| 13. Indian River Community College | 28. Warner Southern College |
| 14. Jacksonville University | |
| 15. Miami Dade College | |

Absent

1. Brevard Community College
2. Central Florida Community College
3. Chipola College
4. Florida Community College at Jacksonville
5. Florida State University
6. Hillsborough Community College
7. Lake City Community College
8. Lynn University
9. Palm Beach Community College
10. Seminole Community College
11. St. Thomas University
12. Stetson University
13. University of Miami
14. University of Tampa

ITEM 5. Treasurer's Report (Bob Shockley for Theresa Vernetson, Treasurer)

Discussion: The balance as of September 20, 2006, was \$34,255.36 (income \$14,490.00; expenditures \$23,341.56). The balance as of March 27, 2007, is \$25,403.80.

Outcome: A motion was made (Larry Daniel) and seconded (Gary Smith) to approve the treasurer's report. The treasurer's report was approved unanimously. Members need to contact Theresa Vernetson (tbv@coe.ufl.edu) regarding institution payments of dues.

ITEM 6. President's Report (Scott Hewitt)

Discussion: Scott noted the good participation of community colleges, ICUF institutions, and SUSs at this conference, along with the high level of interaction for the meeting with Governor Crist.

Outcome: Request for member input will continue as the Fall 2007 FACTE Conference is planned.

ITEM 7. Executive Director's Report (Bob Shockley)

Discussion: Bob described the joint FACTE@FETC Conference. Florida superintendents attended and participated in joint dialog with the FACTE members. The superintendents found this interaction to be valuable, and this will continue in future **FACTE@FETC (January 23, 2008)** meetings. The superintendents are helping FACTE with policy issues in Tallahassee.

The AACTE Conference (February 24-27, 2007; New York) hosted a reception that was well attended by Florida educators. AACTE will organize another **Day on the Hill (June 20-21, 2007)**, and more information will be forthcoming.

The first issue of **FACTE Alert**, the newsletter in electronic format, has been issued. This electronic newsletter will enhance the internal and external communication of FACTE. The FACTE logo is being used on all materials, which enhances the organization's image.

Outcome: Participants need to be on the lookout for information on the 2008 FACTE@FETC Conference, AACTE's *Day on the Hill*, and the *FACTE Alert*.

Old Business

ITEM 8. Report of the Policy and Research Committee (Gloria Pelaez)

Discussion: FACTE has been tracking SB 451 and its companion bill. Gloria urged everyone to look at SB 1226 (Merit Pay). She also discussed the number of "shell bills" that would be empty during the legislative day, then populated later, and then emptied. FACTE's Policy and Research Committee will look at the bill on teacher quality. Updates on the bills will be provided on the **FACTE Web page** (<http://www.facte.info/>). FACTE members need to continue to track the bills that apply to teacher education. Many districts are offering induction programs, e.g., Miami-Dade is using an induction program from California. NCATE is headed toward developing accreditation standards for induction programs developed by school districts. (Miami-Dade did not contact any of the Florida institutions or state stakeholders to develop or participate in this program.) SB 1219 adds a requirement in rule and statute that administrators will take an ESOL course (3 credits) with specific competencies.

Outcome: Gloria asked Bob to follow up on the induction programs with the superintendents. The induction program was one of the *100 Ideas*. Gloria thanked Kathleen de Sousa (St. Petersburg College) who provided the Fall 2006 FACTE Policy and Research Committee minutes.

ITEM 9. Report of the Professional Development Committee (Elijah Watlington)

Discussion: Elijah reiterated that the FACTE@FETC meeting was very successful with superintendents. She also announced that the joint DOE-FACTE summer conference will happen again. It will be referred to as a "periodic" (not annual) conference.

Outcome: The dates and location of the summer conference will be announced soon.

ITEM 10. Other

Discussion: There was no other old business.

Outcome: None.

New Business

ITEM 11. Constitutional and Bylaws Amendment (Scott Hewit)

Discussion: The bylaw amendments have been discussed with the Executive Committee. Scott updates the membership e-mail list which was used to provide information two weeks in advance of the meeting. The constitutional amendment is proposed to divide the Research and Policy Committee into two committees: (1) Research Committee and (2) Policy Committee. Though we have made progress in each of these areas, there is still much work to be done.

Existing text of FACTE Bylaws, Article VI – The Executive Committee and Other Committees; Section 2, Functions (Lines 12-19):

The following Standing Committees will represent the Association:

- Professional Development, responsible for promoting, planning and coordinating conferences and workshops; and
- Research and Policy Issues for establishing a research and policy agenda.

The terms of office for committee representatives shall be for two years. Each incoming president shall appoint standing committee chairs. Standing committee members will be appointed by the Executive Committee.

Proposed text of FACTE Bylaws, Article VI – The Executive Committee and Other Committees; Section 2, Functions:

The following standing committees will represent the Association:

- Professional Development, responsible for promoting, planning and coordinating conferences and workshops;
- Research, for establishing a research agenda; and
- Policy Issues, for establishing a policy agenda.

The terms of office for committee representatives shall be for two years. Each incoming president shall appoint standing committee chairs. Standing committee members will be appointed by the Executive Committee.

Scott submitted these proposals as a motion (Kathleen Kennedy seconded the motion). During discussion, Gloria asked that the policy issue statement be modified, and Scott requested suggestions.

Scott proposed that the standing committee members be appointed with terms, and this was unanimously approved.

Next, Scott proposed (Gloria seconded) a constitutional amendment of Article VI, Executive Committee, for the purpose of staggering the terms of the members of the committees to provide continuity. This proposal is as follows:

Existing text of FACTE Constitution, Article VI – Executive Committee:

The Executive Committee shall be made up of the four officers of the Association and the immediate past president, as well as the standing committee chairs for the Professional Development Committee and the Research and Policy Issues Committee. The Executive Director shall serve as an ex officio non-voting member of the Executive Committee.

Proposed text of FACTE Constitution, Article VI – Executive Committee:

The Executive Committee shall be made up of the four officers of the Association and the immediate past president, as well as the standing committee chairs for the Professional Development Committee, the Research Committee, and the Policy Issues Committee.

This proposal was unanimously approved.

Outcomes: Changes to Scott's submissions are as follows:

Approved text of FACTE Bylaws, Article VI – The Executive Committee and Other Committees; Section 2, Functions:

The following standing committees will represent the Association:

- Professional Development, responsible for promoting, planning and coordinating conferences and workshops;
- Research, for establishing, communicating and, sustaining a research agenda that supports quality initial preparation and continuing professional development of educators; and
- Policy Issues, for establishing, communicating, and sustaining a policy agenda that supports quality initial preparation and continuing professional development of educators.

The terms of office for committee representatives shall be for two years. Each incoming president shall appoint standing committee chairs. Standing committee members will be appointed by the Executive Committee.

Approved text of FACTE Constitution, Article VI – Executive Committee:

The Executive Committee shall be made up of the four officers of the Association and the immediate past president, as well as the standing committee chairs for the Professional Development Committee, the Research Committee, and the Policy Issues Committee.

ITEM 11. Potential Action on Resolution Related to HB 451 (Jennifer Platt)

Discussion: Jennifer described the activities that began last Friday (March 23), when Jon Rogers called all SUS deans and provided two hours' notice to participate in a phone conference on Friday afternoon on Ideas 6, 20, 21, and 31. Based on the request for a meeting with Representatives Mealor and Proctor, the UNF government relations office set up a meeting with Dean Marcie Driscoll (FSU), Dean Sandra Robinson (UCF), who worked with Representative Proctor on the Educational Standards Committee, and Representative Mealor. Meeting participants seemed pleased.

Representative Proctor stated that teachers must be prepared to teach the "new world-class curriculum." He is concerned that colleges and schools of education will go out of business if they don't set themselves apart from the other pathways to certification. The standards and competencies need to remain in place. The SUS representatives said that they want to be supportive and assist with legislation. Representative Proctor said he wanted the deans, through FACTE, to offer recommendations for "a high, rigorous test to offer to the profession." He would not pursue HB 45, and he expressed a commitment that "This test would be required for all candidates, regardless of the path that they pursue." Next year, Representative Proctor will put forth a career ladder path, and he looks forward to working with FACTE to endorse this idea and help write this bill. On Wednesday evening (March 28), ICUF and SUS representatives met separately to discuss these bills.

For the purpose of showing the representatives the level of support that will be provided by FACTE, the following resolution was proposed:

Like Representative Proctor, FACTE believes that "Teachers must be prepared to meet high and rigorous standards."

FACTE wants to participate in developing and defining these standards and reviewing the General Knowledge Test to measure the attainment of world class standards for entry into the professional preparation program.

1. *"In order to meet "world class school standards,"" the state should provide a rigorous competency examination to measure skills in the key content areas of English, mathematics (including algebra and geometry), science, social science and humanities.*
2. *Inasmuch as Florida has a General Knowledge Test already in place, the Legislature should fund a state task force to review the General Knowledge Test to determine if it meets "world class standards."*
3. *If the General Knowledge Test needs to be revised or enhanced, the Legislature should fund a committee, to include faculty from Florida's public and private institutions to revise/enhance the test.*
4. *Such a test should be required for all candidates regardless of teacher preparation paths, including all alternative programs, community college programs, etc. Data should be compiled for candidates representing all paths to certification. The number of test administrations needs to be increased.*

Sandy and Marcie did not discuss the General Education issue with Representative Proctor. However, the solution may have already occurred. The General Knowledge Test can be revised. Scott reminded the group that FACTE is not committing to anything at this time. Representative Proctor sees the General Knowledge Test as minimal. A test that requires 100% passing rates may not work. Through the approved programs route, all students pass the GKT. As long as the essay is only offered four or five times a year, institutions cannot increase the number of teachers. USF has the testing subcontract, and additional tests have been worked out with NES (National Evaluation Systems). The essay may be offered online. It may be best to submit questions in writing and request a follow-up since some of these testing problems keep coming up. A national test may be offered. Participants were asked to be careful not to change program requirements, based on testing requirements. The test will be revised to measure what is defined as a "world-class curriculum," i.e., FACTE wants to participate in what this will be.

What about the FTCE? Why is the General Knowledge Test being singled out? Representative Proctor is singling this test out, because this is his focus. FACTE is "at the table" with this consideration, but we do not want to commit to more than what is required. FACTE is interested in working with the Legislature, and revising the General Knowledge Test is a positive start. Representative Mealor is chair of the state Higher Education Committee (Representative Proctor is vice-chair), and he is open to the deans for new and innovative ideas. The *100 Ideas* are driving everything. Jon Rogers will provide information on the "world class" items to us. Several changes to the proposal were discussed that made reference to the "world-class curriculum."

Outcome: Jennifer asked to send a statement to Representative Proctor about this idea. Debra Blenis (FIT) moved and Carol Gischle (FGCU) seconded that this be approved and taken forward through FACTE. **The final statement follows:**

Like Representative Proctor, FACTE believes that "Teachers must be prepared to meet high and rigorous standards."

FACTE wants to participate in developing and defining these standards and reviewing the General Knowledge Test to measure the attainment of world class standards for entry into the professional preparation program.

1. *"In order to meet "world class school standards,"" the state should provide a rigorous competency examination to measure skills in the key content areas of English, mathematics (including algebra and geometry), science, social science and humanities.*
2. *Inasmuch as Florida has a General Knowledge Test already in place, the Legislature should fund a state task force to review the General Knowledge Test to determine if it meets "world class standards."*

3. *If the General Knowledge Test needs to be revised or enhanced, the Legislature should fund a committee, to include faculty from Florida's public and private institutions to revise/enhance the test.*
4. *Such a test should be required for all candidates regardless of teacher preparation paths, including all alternative programs, community college programs, etc. Data should be compiled for candidates representing all paths to certification. The number of test administrations needs to be increased.*

ITEM 12. Florida's Educational Data Warehouse

Discussion: Larry Daniel (UNF) suggested the following motion for FACTE consideration on the DOE's K-12 Educational Data Warehouse:

Recognizing the importance of valid and reliable educational data to the research and policy efforts of our FACTE institutions, it is moved that the FACTE leadership appoint a committee of no fewer than four members who will develop a statement of FACTE's interests and needs relative to availability and use of data from the Educational Data Warehouse. The committee should include institution-based representatives from four groups: (1) the FACTE executive leadership, (2) the ICUF institutions, (3) Florida community colleges, and (4) SUS institutions. Committee members are to gather information from their constituent groups regarding data needs and desired procedures for interacting with the FDOE personnel in charge of the warehouse. To expedite FACTE's response to FDOE, the committee will communicate its findings to members and seek feedback and word a recommendation via Dr. Scott Hewitt to FDOE no later than May 31, 2007.

Outcomes: Larry moved (Gloria seconded) to approve this, and the motion was passed unanimously. A group will communicate FACTE's needs to the EDW.

ITEM 13: Other

Discussion: Should FACTE have a separate committee to deal with the eIPEP? Kathy had asked for both groups. The EDW is looking for research and the other is looking for compliance. There are two issues here.

Will the statement be amended to include "IPEP" in the statement? No. We don't need a separate group for IPEP.

The election of FACTE officers will be held at the Spring 2008 FACTE Business Meeting. The new president elect will be an ICUF representative. The FACTE Nominations Committee will include the president-elect and other representatives.

Are community colleges part of the rotation of officers? How does this group align with AACTE, i.e., what are we required to do to make sure that our executive group is in compliance? The executive board will look at the constitution and will make recommendations on the wording. This may result in an amendment to the constitution for the fall meeting.

Is a position statement needed for Educational Leadership, relative to the new rules? This would have to come from the Policy Committee. Should we charge the Policy Committee to develop a statement? No. There is not enough time to complete this.

Governor Crist will be at Friday's meeting at 9:00 a.m. Everyone is asked to be on time. He has been asked to speak to the role of a state-approved program in teacher education on the issues of recruitment, development, and retention. Jennifer will facilitate the question and answer session. As a reminder, Governor Crist was the Commissioner of Education, and he is interested in raising teachers' salaries. FACTE appreciate his time with us and wants him to attend future meetings.

Gloria asked if the new "EDW Committee" could be nominated from the different groups (e.g., community colleges, EPIs, ICUF institutions, SUS institutions) so that each group could determine its strategy, based on the type of program approval process.

A motion was requested for adjournment (Larry Daniel moved, Willis Walker seconded). The meeting was adjourned, and participants attended a reception provided by Florida Tech.

Outcome: Comments to be built into the response to Representative Proctor must be given to Jennifer now.



SPRING 2007 CONFERENCE MINUTES
Florida Institute of Technology
Melbourne, Florida ~ March 29 and 30, 2007

FRIDAY, March 30

- ITEM 1. Introduction of Speaker (Scott Hewit, FACTE President)**
Speaker: Charlie Crist, Governor of the State of Florida
Topic: State-Approved Teacher Education Programs and Teacher Preparation, Teacher Recruitment, and Teacher Retention
Facilitator: Jennifer Platt, FACTE President-Elect

Presentation and Discussion:

Governor Crist last spoke with FACTE in 2000. He expressed his pleasure at being on the FIT campus, a "great campus in Brevard County, where America reaches for the stars, literally." He also stated that he is proud of the state and private universities, and he is proud to be a public school graduate (St. Petersburg High School, 1974; Florida State University, 1978). Two of his three sisters are public school graduates, and his father was on the Pinellas County School Board.

Governor Crist described the **Merit Pay** bill that was approved on March 27, sponsored by Representative Thad Altman (representing part of Brevard County), and endorsed by the teachers' unions, that changed how to award money bonuses to excellent teachers. Governor Crist stated that, in his opinion, all teachers are excellent. Last year's Merit Pay Bill was based on a test, but this year's bill was changed that so that it includes both a test and other factors that relate to the school, the principal, and the school district. He stated that there are other things that are important when evaluating a teacher, and he shared his experience with receiving a report card from one of his elementary school teachers in St. Petersburg, Ms. Bolling, who cared about students. He expressed how this experience was so powerful and encouraging to him, and he noted that teachers have a tremendous power when they encourage students. He also expressed that he knows the importance of training teachers.

The Governor mentioned Florida Education Association President, Andy North, who worked with him to "do what was right for the state of Florida." He further stated that, "Fighting is not what the people want. They want us to do what is right. Pay teachers more. Keep kids safe. Support the professors who teach the teachers who will teach our kids. This is quite a calling. Thank you for doing that and dedicating your lives to that purpose." He also expressed the importance of teachers' giving hope to students that results in a productive outlook. On his focus issues, he stated that he is working on property insurance, taxes, and paying teachers more. In his role as the "People's Governor," he also stated that he believed we need the "People's Legislature" doing the "People's Will."

- Outcome:** In a question/answer session that was facilitated by Jennifer Platt, **FACTE asked "How best can we work with you?" Governor Crist's response was that, "The best way would be by giving us good advice on what we can do help recruit, retain and honor our teachers every single day."** FACTE responded, "We stand ready to serve on committees and taskforces. We have many innovative initiatives. How can we get that news to you?" The response was that **FACTE members can call Governor Crist at 850-488-0100** and that he would give his cell number to Jennifer. He also noted, "E-mail is a wonderful thing, but when I am listening to one of my bosses, I like to hear their voices and it gives me a better idea on their passion."

Jennifer invited Governor Crist to the Fall 2008 FACTE Conference (UNF-Jacksonville). She also gave him a notebook of FACTE materials, facts, and the newsletter, along with an autographed beach ball from the FACTE Executive Board to help him "Keep the ball rolling." **Governor Crist concluded by asking everyone to sign up for his newsletter (<http://www.Florida.com>)**, and he expressed his appreciation for being asked to attend today.

Debriefing: Scott noted that the response to Governor Crist's speech was very positive and that the speech communicated a sense of hope and positive response, especially with his mention of testing.

ITEM 2. Introduction of Speaker (Bob Shockley, FACTE Executive Director)
Speakers: Betty Blue, Program Director for Educator Preparation, Florida Department of Education
Dr. Genae Crump, Program Specialist, Florida Department of Education
Topic: Educator Preparation, FACTE Update, March 30, 2007

Presentation and

Discussion: Bob expressed appreciation to Betty for her hard work and what she does for all of the programs. Betty thanked Dr. Genae Crump for her excellent job and what she and Rebecca Pfeiffer do for her and the other programs. Betty provided the following overview and update:

Rule Change Update – Revisions to Rule 6a-5.066 adopted January 2006

Betty reminded everyone that each program was given a notebook with the new program standards, policies, and procedures to help apply the initial approval standards. FAU is beginning a combined PreK-Primary/Elementary/ESOL program that follows the new continuing program approval standards.

Don't repeat the past...

Betty also referred to the General Education requirements which were taken out of the rule to give programs more flexibility. As a review, she mentioned that the specificity of coursework and increased General Education requirements were added to rule in 2000, because school districts complained that teachers could not teach reading, math or science. These General Education requirements were taken out of 6a-5.066, FAC. The statutory requirements for higher level math in 1004.04(5)(d) apply to the following levels:

- Elementary education
- Exceptional child education
- Middle grades math
- Secondary math

Betty reminded the group that Representative Bill Proctor was on the Teacher Education Preparation Committee in 2000, and the reason that the General Education requirements were added was that teachers could not teach reading, math, and science. She also noted that there is still a statement in the statute that states that a higher level of math will be required. "Don't go back to 'rinky-dink' math courses for elementary teachers."

Training

Betty mentioned DOE-provided training provided on the new standards and reporting requirements (October 2006; March 2007) and the good responses that this generated. She stated, "We at the department have never told you what to do, but we have shown you samples of good things. Maybe from that you can build your own system or create your own ideas."

Continued Approval Standards with Reporting Requirements

- Standard 1. Core Curriculum Content - The curriculum content delivered in each approved program includes the Uniform Core Curriculum and all other state-mandated requirements.
- Standard 2. Candidate Performance - Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.
- Standard 3. Continuous Improvement - The approved program implements processes to ensure continuous program improvement.

Regarding Standard 1 (Core Curriculum), Betty hopes to "have everything under the FEAPS that is required." Standard 2 (Candidate Performance) and Standard 3 (Continuous Improvement) will be reviewed to attempt to move away from a focus on compliance so that the institutions can focus on their specific program characteristics. She reminded the group that the standards were developed by FACTE members, K-12 representatives, and representatives of the Board of Governors.

Training

Training has been provided in the following areas:

- Assessment systems
- Curriculum matrices/maps
- Evidence of P-12 learning
- Reading competencies
 - Just Read! (The approved **reading endorsement matrix** is on the Web at <http://www.justreadflorida.com/endorsement/instructions.asp>. General reading endorsement information is at <http://www.justreadflorida.com/endorsement/>. A sample of the reading endorsement matrix will be on the Web site that can be downloaded to use for application for the reading endorsement.)
- ESOL matrices and crosswalk for 25 ESOL standards and 11 competencies and skills
 - Crosswalk on the Web (The **reverse crosswalk** is on the Web at <http://info.fldoe.org/docushare/dsweb/Get/Document-4337/k12-07-24memo.pdf>. The **ESOL guidelines** are posted at http://www.fldoe.org/profdev/pdf/final_esol.pdf. The crosswalk of the new 11 ESOL competencies and skills will also be on the Web.)

By August 2008, all institutions with approved programs will be responsible for submitting to the DOE their documentation showing how the uniform core curriculum and other state mandates are demonstrated and assessed. Institutions should use the training notebook for converting from the old standards to the new standards.

Transition Period – What are the institutions to do in the meantime?

Institutions need to continue to conduct annual reviews of programs. They also need to discuss transitional changes prior to site reviews and indicate these changes in the self-assessment reports. Institutions only need to submit the updated matrices. When the on-site visits occur, they will focus on the IPEP review and the review of the narrative, along with the stated outcomes. An example of the assessment map developed by Barry University will be shown by Dr. Vicky Giordano.

Betty stated that some of the institutions have "done okay" on collecting the data, but the DOE is "not getting reports on the data."

Proposed Rule for Educational Leadership and School Principal

- The draft rule was sent to the deans for input on March 26.
- The William Cecil Golden Professional Development is referenced in Florida Statute 1012.986. This rule gives Betty's office the authority to conduct program approval activities for Educational Leadership.

- This certification rule has been revised.
- F.S. 1012.986 was announced on March 16, 2007, in the *Administrative Weekly*.
- The hearing will be held in April 2007 and will be recommended for adoption in May 2007.
- Written feedback needs to be sent to Kathy Hebda.

Betty suggests that the modified approved programs in Educational Leadership also be offered at the university level, and Kathy agrees with that. The three years of teaching experience has been removed as a requirement for this track, and this is up to the school districts. The school districts may require additional years of teaching experience. Betty stated that it may be difficult to get the Educational Leadership faculty to work with the new process, because those who have taught school law for many years may not want to incorporate these new competencies into the curriculum.

The FELE has been changed, based on the input from principals and PreK-12, superintendents. These standards were developed before the new exam, which will be effective July 1, 2008. Superintendents were concerned that the graduates had not completed any real-life activities as principals, but the principals would not release the candidates for field experiences. She expressed the need to work cooperatively with the principals to get candidate release time.

The Board of Governors will help to collect information on Educational Leadership program completers. The EDL program code is 285. The deans/directors will work with data administrators to collect this information. **State institutions need to call the Board of Governors (850-245-0466) or Educator Preparation (850-245-0435) with questions.**

Betty asked that institutions locate their original dates of approval for their Educational Leadership programs to send (scan or fax) to her, since she does not have any documentation or the old letters. Betty will add this information to the Web site. She will also follow up with a request for this through an e-mail message.

eIPEP [Electronic Institutional Program Evaluation Plan]: A Reality

Betty thanked Commissioner Winn for being the first one to support her office in changing the program approval rules. He also supported the request for the eIPEP. She stated that even though Commissioner Winn is gone, she is grateful that he supported what they wanted to do. Betty's office has also met with the Web folks and Jay Pfeiffer (EDW), and they have tried to use the EDW to match the Florida Teacher Certification Examination data. When they complete this match at the IIRP (Institute for Instructional Research and Practice), it is based on the institution and program codes. They (EDW and IIRP) have not been able to separate the data, but they are going to work on accessing data in the format that is needed. Betty asked that we all work on in-house committees for Infinity (EDW implementation).

Data on the PTOs are reported separately. The EPIs are also reported separately at this time. However, the EPI data will be included in next year's report. The desire is for all preparation programs to have the same reporting requirements. **Information on the reporting process is provided at the UWF Web site (www.firn.edu/doe/profdev/approval.htm).**

Community colleges report their completers to **Ian Neuhard (850-245-9468; Ian.Neuhard@fldoe.org; <http://www.fldoe.org/cc/OSAS/APTP/default.asp>).**

ICUF and SUS institutions report their completers to **Betty (850-245-0435; Betty.Blue@fldoe.org; <http://www.fldoe.org/profdev/approval.asp>)** in the Office of Educator Recruitment, Development, and Retention.

Assessment Map – Dr. Vicky Giordano

Catheryn Weitman and Vicky shared the assessment map, which they have been modifying, at past meetings. The assessment map tracks a variety of required data results:

- Test results (e.g., GPA, General Knowledge Test, Professional Education Examination, Subject Area Examination). Their system identifies two benchmarks for content knowledge (one prior to student

- teaching). The GPA can be used as one of these benchmarks, and another can be identified at the end of student teaching. They are setting up their IPEP so that they can report all of these benchmarks.
- Accomplished Practice course with indicators
 - Benchmark points (Faculty looked at their rules and made lists of these indicators that they organized by benchmark points.)
 - Preadmission
 - Core curriculum
 - Clinical experiences
 - Internship/practicum
 - Exit
 - Post graduation
 - Reading competencies
 - ESOL Competencies with standards (These were added from Gloria's list.)
 - Foundation content
 - Communication skills
 - Classroom management
 - Assessment
 - Subject Area Examination (SAE) *Competencies and Skills* (11th edition - <http://www.firn.edu/doi/sas/ftce/ftcecomp.htm>) covering language arts, math, social science, science and technology, music and visual arts, etc.)
 - Performance demonstration
 - Programmatic data (internship, rehire data, post graduation, etc.)
 - Conceptual framework

Faculty members have mapped where they are assessing these areas within their programs. Barry set up the assessment map so that they can show all programs on one spreadsheet. (The SAEs vary.) Each program has a spreadsheet to show a current snapshot and where students are taking their courses.

Headers for these areas are labeled with the following:

- Indicator
- Task evidence
- Evaluation
- Knowledge, skills, and dispositions
- Type of assessment (formative or summative)
- Aggregated data

Faculty members only have to type in the course number or assignment. Links to the syllabi are provided within the spreadsheet. Headings for "Data" and "Data - Actions taken" are also provided. Program directors work with their faculty members to input these data. Prompts have been added to all spreadsheet headers.

Indicators are provided for each of the Accomplished Practices. Faculty members don't have to type a lot of information into the spreadsheet, but they have to select elements from drop-down boxes. The summary report allows them to show where each element is documented and the frequency of data collection.

In response to how to handle the infusion of the competencies and skills when choices are offered in the curriculum when each competency or skill may not be included in the syllabus, the content may be listed under FEAP 8 [Knowledge of Subject Matter], and the other Accomplished Practices may be covered in other courses. The content faculty members can identify the competencies in each course and create a matrix to indicate the location. The "holes" need to be discussed with faculty members so that they can identify what needs to be added to the courses. If content areas are not covered in these courses, add these areas to the methods courses. This may result in decreasing the number of student choices of courses. The courses that cover the competencies need to be required. Courses that duplicate content can be elective courses. Community colleges that have "set programs" are encouraged to meet with faculty early in the process of creating 3000 and 4000 level course.

A benefit of the assessment map is that it provides information on the gaps and duplications within the programs and allows faculty to know where they can provide variety in the activities.

Willis Walter, Assistant Dean of Student Services, Florida A & M University
Topic: Strategies for Continuing Program Approval

Willis explained that Florida A & M University uses LiveText as a tool to collect data to populate the assessment system. Within the exhibit center in LiveText (Standard 2), an IPEP sample is provided.

To address NCATE's unit-wide assessment (What are we doing to improve the programs?), the program provided a diagram with six transition points and data flow. Also presenting with Willis were Marc House (an external data collector who collects data from the EDW) and Hui Gu (data collector who validates information through the College of Education's Office of Information Management and Assessment), who collect external and internal data, respectively, which was illustrated with a flowchart.

For Standard 2 (FTCE data and the program score), these documents can be attached in Live Text. Institutions can populate this information on the FTCE through the IIRP.

To address Standard 3 (What makes our students competitive?), links can be made to the admission requirements, e.g., institutions can generate a form for teacher education that is collected for each student. This form can be used to track test scores (e.g., CLAST, PED, SAE) and GPAs. This form can be sent to the university supervisors for review prior to the internship. This system also includes suggested grades for the internship. Matrices are provided for each program. Data that are from the EDW are based on changes in the FCAT scores. Betty stated, "We have been promised that there will be other data beside FCAT for the external data sources to show student improvement." Florida A & M uses a pretest/posttest to show student improvement. The program is beginning to look at student work samples and will be integrating multiple assessments. Clinical data are provided through field experiences.

When analyzing the test data for graduates, it was noted that the demographics of the classes must be considered, along with how teachers are prepared and how students are learning. How will we look at program features? It is important that we only look at trends. Regression analyses may be needed. These analyses are difficult to do and interpret for the public. There is a concern that if these data are equated with improvement, they may not present an accurate picture. Examples of data that can be used from the EDW were provided. Betty referred the group to the value tables that were shown in Ocala and the expected gains that are established by the DOE (http://www.fldoe.org/news/2006/2006_04_05/ValueTable.pdf). Conversations on the data, and the data to be included in the IPEPs, need to be held with faculty.

Florida A & M sets up surveys through LiveText. They also added a mechanism for faculty to respond on what they view during observations. Feedback for recency of experience, demographic information on students and faculty, and rehire information from the DOE are also linked in the system. Through the system, a report can be provided on the electronic portfolios evaluated by rubrics that match with the DOE standards.

Outcome: Institutions need to prepare the IPEP every year, even if they are not required to turn it in. The program status report will include the number of candidates, applications for admission, denied admission, etc.

By August 2008, all institutions with approved programs will be responsible for submitting to the DOE their documentation showing how the uniform core curriculum and other state mandates are demonstrated and assessed. Institutions should use the training notebook for converting from the old standards to the new standards.

ITEM 3. Introduction of speakers (Scott Hewit, FACTE President)
Speakers: Gary Smith, Clearwater Christian College
Mike Stewart, University of South Florida
Marci Greene, Florida Gulf Coast University

Judy Wilkerson, Florida Gulf Coast University

Topic: Strategies for Implementation of New Rule and Standards

Presentation and Discussion:

Gary described the unique features of the Clearwater Christian College (CCC) program, one of which is that a core principle requires each student to minor in Bible (20 credits). In 2000, the Rule 6A General Education requirements increased the time to complete the program. CCC changed the core requirements to those of the other departments in the college and reduced those numbers to get the program requirements close to 128. Some of the competencies were placed in the methods courses. Some standalone courses (Classroom Management or Tests and Measurement) were left alone. By reducing the other core requirements, it helped the students to graduate in four years instead of changing their majors.

Mike described the USF program, which was visited in April 2006 by the DOE. The program includes eight departments, and 150 faculty members, that serve over 4000 students. The program is decentralized, i.e., the departments run like smaller colleges with much autonomy. The program has learned to lay good groundwork to get faculty participation. For the area of Educational Psychology/Measurements, a faculty group was appointed to discuss issues and determine what they wanted the teachers to look like so that they could move toward looking at different program models for credit hours, workload, etc. If content is infused, the faculty members do not want to jeopardize the scope and depth of the content of courses. They plan to leave the area of reading alone. The General Education change will give them the most freedom to make program changes, and they will state "highly recommended" for math courses. Advising is improved, and USF has control of pre-education majors.

Marci described admission requirement changes at FGCU. When the changes were announced, content area faculty met to review old admission requirements. They looked at the university requirements first and then moved from those requirements to other requirements that were needed for the teacher candidate to be successful. The College of Education faculty members responded to these requirements for the areas of Elementary Education, Exceptional Student Education, and PreK-Primary Education. For Secondary Education, they worked with the College of Arts and Sciences, which limited the choices of the students, but the benefit was that they knew the students would complete their competencies.

Judy explained that FGCU completed their review and will now work to make sure that they are covering their competencies correctly. All of the standards will be aligned with the 15 standards (12 Accomplished Practices, new 13 and 14, and FEAP 8 in two parts, i.e., reading and unique elements for all programs). The program will then look at the tasks in the courses and do a needs assessment to identify the gaps and fix the areas that need additions to cover all competencies. The goal is a trimmed down system.

Outcome: Scott noted that the database presentation (EDW) promoted the establishment of a research group. Everyone needs to communicate with the EDW staff on the eIPEP and research needs. The FACTE committees are moving away from the model of having a formal committee structure to that where participants will contact the committee chairs if they want to participate with the committees. These committees may include six to eight members. FACTE will collaborate on a conference with the DOE, and information will be forthcoming. Since the Merit Pay bill has been signed, FACTE needs to be well represented at the May meeting on Merit Pay in Orlando. FACTE participants need to communicate with all levels of the DOE. Scott asked that the institutions bring more colleagues to the UNF meeting. Participants were also reminded to participate in *Day on the Hill*.

Scott again thanked David Cook and Debra Blenis for hosting the meeting. David expressed his appreciation to the Executive Committee for their work.

ITEM 4. Roundtable Discussions

Institutional representatives met in small groups, based on the size of their programs, to share strategies for implementation of the new rule and standards.

Minutes approved October 17, 2008.