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June 2, 2008

College of Education

Strategic Plan  
2008/2009 through 2012/2013

Building Pathways for All to Improved Learning and Living  
in a Changing World

Prepared by the College of Education's Strategic Plan Steering Committee<sup>1</sup>

## **Executive Summary**

To Be Added

(will include a road map for the document)

## **I. Introduction**

The field of education is in the midst of an exciting period where the results of research are making possible significant and unprecedented improvements in educational practice. The College of Education at Penn State is fully engaged in both the conduct and utilization of this research and has been gaining national as well as international recognition for its progress. We are proud of our track record and look forward to building on these successes as we implement the strategic plan we describe in this report.

In our previous strategic plan covering the period 2004-2005 through 2007-2008 we articulated the following five fundamental commitments that undergird our life as a college:

1. The pursuit of excellence in teaching and advising for our students;
2. The conduct and utilization of rigorous research to improve professional practice;

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<sup>1</sup> Members include: M. Covington, J. Herbert, J. Kulikowich, S. Land, G. LeTendre, D. McNaughton, D. Monk, and R. Zbiek.

3. The creation of a welcoming and supportive professional climate that fosters diversity;
4. The development of effective partnerships across disciplines as well as organizational units, both within and outside of Penn State; and
5. The bold use and evaluation of electronic technologies to enhance the quality of educational experiences.

We take this opportunity to reaffirm these commitments. We see them as logical outgrowths of our mission as a College to *deepen and extend knowledge about the formation and utilization of human capabilities*. Our efforts to *deepen* knowledge lie at the heart of our lives as researchers; our efforts to *extend* knowledge speak to our desire to teach and provide outstanding pre-service as well as in-service education for a wide range of professionals in the field. Our interest in the formation of human capabilities is perhaps best known given the substantial effort we devote to the preparation of teachers and therapists. But, we are also deeply involved in helping society make the best possible use of human capabilities as evidenced by our programs in areas like career counseling, workforce education and development, and the broad social and economic impact of education on society.

### The Planning Process

In contrast to previous strategic planning efforts where we placed emphasis on developing individual plans within each of our major department and budgetary units, we decided to adopt a more thematic and cross-cutting approach for the development of our next plan. We are always searching for ways to build bridges between the various parts of the College. One of our great strengths is the wide range of disciplinary orientations, areas of interest, and philosophical perspectives that comprise us as an academic unit. We include physical and biological scientists, mathematicians, humanists, and social scientists who make use of a wide variety of research methodologies. This great breadth is also a source of challenge as we seek to work together and pursue interdisciplinary interests. We see the thematic and cross-cutting approach to planning as valuable opportunity for us to build bridges and to better position ourselves to work with other colleges and units at Penn State on broad, interdisciplinary projects.

We reached out for assistance with our planning process to the University's Office of Planning and Institutional Assessment. Louise Sandmeyer and Michael Dooris provided invaluable assistance along the way as we developed what turned out to be a quite new and we think innovative approach to planning. During the spring of 2007 an informal meeting was held that was broadly representative of the College to ideas and possible themes on the table for further discussion. We created a strategic planning web site within the College (<http://www.ed.psu.edu/educ/for-current-faculty-and-staff/strategic-plan-folder>) to share the results of this and subsequent planning efforts. During the fall, we convened a College-wide planning workshop which was co-led by

Louise Sandmeyer and Michael Dooris and which involved representatives from all the College's departments and major planning units. We also created the Steering Committee for the strategic planning process and constructed this committee to that it was also broadly representative of the College. The Steering Committee<sup>2</sup> accepted broad responsibility for developing our plan and used the results of the workshop to identify the following 11 themes (in no particular order): Literacy and the Arts in Education; International Programming; The Role of Evidence in the Field of Education; Teacher Education; Ubiquitous Computing, Telecommunications, and the Science of Learning; Re-envisioning Intervention Research; Improving Operations; Science, Technology, Engineering, and Mathematics (STEM) Education; Professional Ethics; and English Language Learning and World Language Acquisition and School Psychology.

The themes vary along different dimensions. Some are topical (e.g., School Psychology, Teacher Education, and STEM Education); others are more cross-cutting (e.g., the Role of Evidence in the Field of Education and Professional Ethics); while still others address how we function on a day-to-day basis (e.g., Improving Operations). The themes grew out of conversations at the workshop about what is important to us as a College in these early years of the 21<sup>st</sup> century. We see them as useful starting points in our efforts to plan for the future.

A study team was created for each of the 11 themes and the Steering Committee identified a lead faculty member for each of the study teams. Much to our delight, each of the faculty members we invited to serve as Study Team Leader agreed to accept the leadership role. This was an early and very welcome sign of how well the faculty and staff would respond to this new approach to planning. Table 1 provides information about who served in the role of Study Team Leader.

Table 1

#### Study Team Faculty Leadership

1. Literacy and the Arts in Education -- Gail Boldt
2. International Programming -- David Baker
3. The Role of Evidence in the Field of Education -- Hoi Suen
4. Teacher Education -- James Nolan
5. Ubiquitous Computing, Telecommunications, and the Science of Learning -- Carla Zembal-Saul
6. Re-envisioning Intervention Research -- P. Karen Murphy
7. Improving Operations -- Judith Kolb
8. Science, Technology, Engineering, and Mathematics (STEM) Education -- Glen Blume
9. Professional Ethics -- Paul Begley
10. English Language Learning and World Language Acquisition -- Patrick Shannon
11. School Psychology -- Robert Hendrickson

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<sup>2</sup> Members include Myrna Covington, James Herbert, Jonna Kulikowich, Susan Land, Gerald LeTendre, David McNaughton, David Monk, and Rose Zbiek.

The Steering Committee developed a charge for each study team and each team was encouraged to pay heed to the Strategic Planning guidelines that were provided by the Executive Vice President and Provost in his memorandum dated June 26, 2007. The study team leaders were all encouraged to recruit members throughout the College and beyond. The study teams established an electronic web presence and each team held at least one public, face-to-face meeting to discuss its work. The charges to the study teams can be found within the Framework for Planning document on our Strategic Planning web page (<http://www.ed.psu.edu/educ/for-current-faculty-and-staff/strategic-plan-folder>). The charge was intended to be suggestive and we have tried to be receptive to new ideas that emerged from the work of the study teams. Each study team prepared a report and these are also available for review on the College's strategic planning web page.

Once the study teams' reports were posted, attention turned to how the reports would be integrated into a single, coherent plan. We organized a second College-wide planning workshop this spring that was facilitated by Louise Sandmeyer. Steering Committee members attended this workshop and in addition we asked each study team to send two representatives along with four-five major findings and recommendations. The workshop was organized as a poster session wherein each study team had a poster and a spokesperson to answer questions. The other members of the teams along with the Steering Committee members circulated to ask questions and to clarify the nature of the findings and recommendations. We then convened as a committee of the whole to reflect on what we learned. The results of this second workshop are also posted on the College's Strategic Planning web site.

### Putting the Pieces Together

Following the second workshop, the Steering Committee went to work making sense of the numerous recommendations and findings coming from the study teams. We began by framing language that has become the title for our plan:

#### Building Pathways for All to Improved Learning and Living in a Changing World.

The "pathways" language appeals to us because it folds teaching into being a means of achieving learning. Teaching is of interest to us as a College only to the extent that it gives rise to learning and understanding. Moreover, the "pathways" language does not privilege teaching over the other things that we concern ourselves with, although it is abundantly clear that we are deeply concerned with teaching.

The "for all" stipulation reminds us of our responsibility to be concerned with learners from many backgrounds and with many attributes. In our previous strategic plans we talk at length about our commitment to learners who must overcome barriers of various kinds, including physical and mental disabilities, language barriers, as well as

social and economic obstacles. We remain deeply interested in students who face these difficulties and recognize our responsibility as educators to reduce these barriers.

We stay focused on “learning” and its relation to “living” as a means of defining our niche within the University. As we mentioned earlier in our mission statement, we stay focused on the formation and utilization of human capabilities. This is a broad but not boundless area of focus and one that suits us well as we look to the future.

We also explicitly recognize the dynamic nature of our field and its global reach. Long gone are the days when we could count on stability and a narrow focus. The students our graduates will teach and interact with professionally will be increasingly diverse. We are in a period where a major war is being fought in the face of great uncertainty. Our longstanding presence and leadership in the field of Rehabilitation Services will surely be tested in new ways as larger and larger numbers of soldiers return home and seek to function successfully within their families and the workplace. Many of these soldiers are dealing with war-related disabilities and are in need of assistance.

Technology is also changing at a rapid pace and will make classrooms of the future look very different from classrooms of the past. Technology is also creating new tools that facilitate new ways to study physiological phenomena that bear on cognitive function. For example, several faculty members in the College are actively working with the Penn State Social Science Research Institute in the use of MRI technology to study learning. New and relatively unobtrusive data collection methods are making it possible to study other biological phenomena from an education perspective. These are exciting new directions for the field of education.

The Steering Committee used the study team findings and recommendations to identify four signature endeavors that we are resolved to pursue seriously over the next five years. We resisted identifying signatures that are so broad that we are not really saying anything, and we also sought to avoid being so narrow that parts of the College would feel disconnected. We have also resisted the temptation of using the signatures as a device to showcase all the activities taking place in the College. While it would be useful to have such an inventory, this is not the place. We see this plan as a report on the areas we are singling out for special attention over the next five years. We see these as the endeavors that will set us apart and that we wish to build our reputation around. We see these as our signatures for the future.

After considerable debate and discussion, the Steering Committee identified the following four signature endeavors for us as a College over the next five years:

1. Interventions and their Impacts
2. STEM Education
3. Language, Identity, and the Arts in Education

#### 4. Technology and Learning in the 21<sup>st</sup> Century

We will have more to say about each of these signatures in the following pages, but first it is useful first to provide some contextual information about the College and second to review the results of recent planning efforts in the College.

## II. Context for Planning

### A College in Transition

The College of Education has experienced unprecedented growth during the past five years in the level of research being conducted by its faculty. One manifestation of this increase is growth in the magnitude of grants and contracts being awarded to faculty members in the College. Figure 1 illustrates this growth and demonstrates that since \_\_\_\_ the grants and contract awards for the College have actually exceeded the College's General Funds budget.

Figure 1  
About Here

Trends in Grant and Contact Awards and General Fund Allocations  
Penn State College of Education

Line Chart Showing trends in Grants and Contracts Awarded  
and General Funds Budget

A second manifestation of the College's growing presence as a center for research and scholarship is the significant recent growth in the number of prestigious academic journals that are based within the College. Table 2 provides a list of major journals that have moved or been located within the College during the past five years.

Table 2  
About Here

Major Journals Moving to the Penn State College of Education in Recent Years

American Journal of Education -- William Boyd  
Journal of Research in Rural Education -- Kai Schafft  
Journal of Counseling and Development -- Spencer Niles  
Comparative Education Review -- David Post  
Journal for Research in Mathematics Education -- M. Kathleen Heid

Learning Disabilities Research and Practice -- Charles Hughes  
 Rehabilitation Education -- James Herbert  
 Science Education -- Gregory Kelly  
 Education Finance and Policy -- David Monk

The College has also been increasing its involvement in outreach, partly because of the increasing pressures on practicing educators to upgrade their skills and partly because of new means of reaching distant audiences. The College of Education has been actively involved in the World Campus from its earliest days and was the first college at Penn State to offer an on-line masters degree. We have since broadened our portfolio and now offer no fewer than \_\_\_\_ masters degree and certificate programs. One of our most recent offerings, an on-line masters degree program in children's literature, has enjoyed remarkable success and attracted more than \_\_\_\_\_ enrollments during the fall 2007 semester. **Kyle -- Could you track down these numbers? Thanks.**

Not all of our outreach programming involves distance education and we continue to operate a number of highly successful conferences like the Autism Conference \_\_\_\_\_ and the Ethics and Values Conference. Figure \_\_\_\_ shows both the growth in the number of student credit hours we are generating within our World Campus programs as well as the dollar value of the revenue sharing we are generating thanks to our outreach programs. **Kyle -- ditto**

Figure 2

Outreach Student Credit Hours and Revenue Sharing Dollars

**Kyle -- Could you work with Sharon to build this table?**

What makes the growth we are experiencing in both the research and outreach portions of our mission all the more remarkable is the fact that it is occurring in a period where there is no reduction in our responsibility to offer high quality professional preparation programs to our resident students. Penn State students remain highly interested in education as a career and we already operate one of the largest teacher preparation programs of any research oriented university in America, and we see no indication of any reduction in student interest in our program. Indeed, we have tried to accommodate the undergraduate demand by working with our colleagues at other Penn State campuses to develop pre-service teacher preparation programs, and programs of this kind now exist at Penn State Altoona, Penn State Berks, Penn State Brandywine, and Penn State Abington.

We also remain popular among students for our graduate programs and we continue to operate one of the largest graduate programs at Penn State. Our graduate enrollments have declined slightly in recent years, largely as a byproduct of our efforts to exercise greater selectivity in admissions. Our growth in research has been helping us

support graduate students, but several of our recent large grants do not provide significant support for graduate students and funding for graduate students is emerging as one of our greatest challenges for the future.

Education as a field exists in a political milieu that can be quite challenging. We are subject to regulation from the Pennsylvania Department of Education (PDE) as well as from our national accrediting body, the National Council for Accreditation of Teacher Education (NCATE). While we must be in compliance with various regulations, we also have a responsibility for providing leadership for the field and we take this responsibility quite seriously. Faculty members from the College serve actively on many state and national policy making boards and review panels. Our advice is actively and repeatedly sought by PDE and related state agencies and we pride ourselves on working collaboratively with these regulatory bodies.

There are growing pressures on us to demonstrate the impact and efficacy of our programs, just as there is similar growing pressure on universities by regional accrediting agencies such as Middle States. We are deeply engaged in developing responses to these demands for accountability and report on these later in this report. We have also been actively involved with Penn State's efforts to prepare for its next Middle States review where the University must also demonstrate progress toward documenting and assessing the impact of its programs.

Quite significant changes are being made in teacher and administrator certification requirements by PDE and coming into compliance with these requirements will require new resources. We must find ways to meet these needs without compromising the progress we are making with our research and outreach agendas. Teacher preparation increasingly needs to be viewed as a university-wide priority and later in this plan we will articulate a number of steps Penn State could take as a university to move this agenda forward.

Finally, we are dealing with a highly competitive arena for grants and contracts where priorities are in considerable flux. The Bush administration has made major changes in the way in which education research is being funded and has placed significant emphasis on the use of randomized experiments. We have fared reasonably well in this shift given the growth we have seen in funding from Federal sources, but it is clear that not all important research questions in education lend themselves to randomized trials. It is also clear that there will be a new administration beginning in January 2009 and there could be a shift in funding priorities as a result. We have deliberately maintained and strengthened a number of research methodology traditions and expect to be well positioned to compete for grants in the next administration.

#### Results from our Previous Strategic Plan

What follows is a sketch of the initiatives we enumerated in our last strategic plan covering the period 2004-2005 through 2007-2008 along with an update regarding each initiative's status. While we did not succeed at achieving all of the goals we set, we are

pleased with the progress we have made. This overview is organized around the five commitments that were a central feature of the previous plan.

## The Pursuit of Excellence in Teaching and Advising for our Students

### Undergraduate Students

#### Increase the diversity of the sites used for clinical experiences

We have expanded our Professional Development School model to include an inner city Philadelphia elementary school. Our partnership with the Isaac Sheppard Elementary School makes extensive use of technology and provides a base for Penn State students with interests in urban education. (Kyle and Maria)

We have also become active participants in the Philadelphia Urban Partnership which brings students from universities throughout Pennsylvania to Philadelphia for a two-week experience in residence observing and working in the public schools. Roughly four dozen Penn State students participated in the most recent partnership. For more information, see the recent Penn State Live coverage at: <http://live.psu.edu/story/31002/rss30> (Maria and Jackie E. -- Is this accurate? Should we say more?)

Puerto Rico Partnership (Maria and Jackie E.)

Refine the curriculum to better prepare students to meet the needs of the increasingly diverse educational settings they will encounter as educational professionals -- US and IL designations

(Jackie E.)

#### Increase scholarship support

(Ellie -- Let's show the growth in dollar support, the number of endowments, etc. --- note that this section pertains to undergraduate student support)

We also made significant changes in the process we employ to match students with their scholarships. The awards are made in a much more timely fashion and we are achieving better matches with donor and College priorities.

Provide increased levels of academic support --

We relocated and enhanced our Office of Multicultural Programs so that it is better able to provide support for students. The Office is providing increased level of academic support to increasingly large numbers of students. (Maria -- Do we have any metrics we can report on this?)

#### Improve the quality of advising

We are in the midst of reviewing the design of our Advising Center. Certification requirements are increasingly complex and involve teachers as well as administrators. In addition, students need to be advised about their academic programs. We have more to say about this possible re-design in the Operations section of this plan. Make sure you do this.

#### Foster ability of students to secure dual certification

Our progress here has been limited by the changing nature of certification requirements. There is likely to be significant progress in this direction in the future since PDE is now requiring students of special education to become dual certified in general education. We have more to say about this initiative in the Operations section of this plan. Make sure you do this. Jackie E. -- Are there some numbers we can report?

We have succeeded at creating a minor in Special Education which moves general education students in the direction of having a dual certification in special education.

#### Address enrollment management issues

Our Rehabilitation Services major has been redesigned and also has a new name: \_\_\_\_\_. This has been a very significant effort on the part of the faculty and we are making a major effort for the new major to gain visibility among Penn State students. The redesigned major was approved on \_\_\_\_\_ and new students will be entering the major effective \_\_\_\_\_. This is one area of the College where we have some excess capacity and would welcome additional majors. Jim H., please add text.

As part of our effort to reduce enrollment pressure on our undergraduate teacher education majors, we have developed a new undergraduate major called, \_\_\_\_\_ which is designed for students interested in studying educational phenomena but who do not see themselves pursuing careers as certified teachers. The major was approved on \_\_\_\_\_ and will begin admitting students in \_\_\_\_\_. **Gerry L. please add text.**

## Graduate Students

Develop a masters degree in educational technology

**Kyle – please add text**

Develop a masters degree in Curriculum and Instruction with a science education emphasis in the Philadelphia Region

This initiative was not pursued, largely because of uncertainty surrounding certification requirements.

Create a blended Principal Certification Program

Discussions about this initiative are still underway and involve collaborations with the Penn State Harrisburg and Penn State Great Valley campuses.

Create a new graduate Option in Curriculum and Instruction with the merger of Social Studies Education and Language and Literacy Education

This merger has been accomplished and the new option area is known as Language, Culture, and Society

Identify new sources of support for graduate students

**Ellie -- What can we say here about grad student support. We have the Turner DGF and the pending gift . . . are there some others?**

We have also been steering the increases in our revenue sharing dollars toward the support of graduate students. Grants and contracts are also increasing and constitute resources for graduate students, although as we indicated

earlier some of our recent larger contracts are not structured to support students.

Introduce EDEXT course mnemonic for continuing education

This initiative has not been pursued. **Kyle -- Should we say anything more?**

Develop a program for Special Education Teachers in Mathematics

**Kathy R. -- As I understand it, this idea evolved a bit and the real new effort went in the direction of EPIC. Could you provide me with some text that reports what happened? Thanks.**

One development in our graduate program that we did not anticipate in our previous plan is the creation of collaborative master degree programs with the Dickinson School of Law. We are now operating \_\_\_ professional master degree programs with Dickinson in the areas of higher education, educational leadership, and education theory and policy. **Jackie S. -- Have I got this right?**

The Conduct and Utilization of Rigorous Research to Improve Professional Practice

Create a thematically organized Research Initiative with the help of the Children, Youth, and Families Consortium (CYFC)

Effort was expended on this initiative but it has taken some additional time to develop the design and to identify the leadership. We have more to say about the revised initiative under the Interventions and Their Impacts heading below.

Develop a 1-to-1 computing initiative with Apple

**Kyle -- could you add some text? Thanks.**

Support the Educational System Design (ESD) Project

**Kyle -- could you add some text? Thanks.**

Creation of a Welcoming and Supportive Professional Climate that Fosters Diversity

#### Develop climate committees at the department level

These committees are all now in place. We are now working to figure out the interface between the department committees and the College Committee for Diversity and Community Enhancement.

#### Improve mentoring and professional development opportunities

We have organized a number of professional development activities for faculty and staff and these are described in greater detail within the College's most recent progress report on our efforts to support Penn State's Framework to Foster Diversity (<http://www.ed.psu.edu/educ/for-current-faculty-and-staff/diversity-community>)

We are also participating in a new collaboration with the Center for Counseling and Psychological Services (CAPS) and WPSU that is being funded by the President's Future Fund and that will develop professional development programs for faculty and staff members who are dealing with troubled students. The goal is to help educate faculty and staff about what can and should be done when a student behaves in worrisome ways. We expect this resource to be available to faculty and staff in August 2008.

#### Infuse the Humphrey Fellows Program into the College and University

We have succeeded at identifying space for the Humphrey Fellows within Chambers Building so that it is now possible to house the Fellows on campus. The Humphrey Fellows program is now very well known within the College and numerous faculty and staff members work directly with the Fellows. **Kyle -- Should we say more?**

#### Strengthen partnerships with HBCU's and HSI's

**Jackie E., Jackie S. and Maria -- What can we say here?**

#### Development of Effective Partnerships across Disciplines as well as Organizational Units, both within and outside of Penn State

#### Continue to strengthen the new Center for Science and the Schools (CSATS)

The University just completed a review of CSATS in its first few years of operation and the findings are quite favorable. The deans

of the STEM colleges are working collaboratively with us to build on CSATS' early successes.

#### Build parallel efforts in other content areas

We have not made much progress toward building centers that are similar in spirit to CSATS in other content areas. Our current planning efforts have identified Language, Identity, and the Arts in Education as an important future area for us as a College and the CSATS model could be helpful to us as we seek to strengthen this area. We have more to say about these possibilities later in this report.

#### Expand the Professional Development School (PDS) Model

We have enjoyed great success with our PDS model and its joint development with the State College Area School District. We also did succeed at expanding the model to a new and quite different site -- namely, the Isaac Sheppard School, an inner city elementary school in Philadelphia. The Sheppard School PDS is significantly oriented around the use of technology in part out of necessity given the physical distance between the school and University Park. We are still at an early stage of developing this partnership, but it is proving to be quite successful and Penn State students are eager to become involved.

#### Revitalize the American Center for the Study of Distance Education

We remain very interested in studying distance education and see the revitalized American Center as an important mechanism, in collaboration with Penn State Outreach, to conduct the relevant studies. We have not made much progress toward achieving this goal during the past three years, but remain committed to the goal.

#### Maintain the College's leadership in Family Literacy

We faced some significant transition in this area at the beginning of the planning period given a key retirement and we have since succeeded at recruiting a new faculty member who is serving as the academic director of our outreach and research efforts. We continue to assign a high priority to family literacy.

We mentioned earlier our joint graduate degree programs with the Dickinson School of Law. In addition, we have been working with Dickinson on some continuing education initiatives. For example, this

summer we are offering an expanded version of the Law and Education Institute. More than \_\_\_\_\_ participants are registered for the Institute which will be taught by faculty from the College of Education and the Dickinson School of Law. Jackie S. -- What is the number to use here? Any changes needed for the text?

## The Bold Use and Evaluation of Electronic Technologies to Enhance the Quality of Educational Experiences

Becoming the nation's leader in the application of technology to preparation

We recognize an important distinction between the application of technology toward the preparation of teachers and other professionals and the application of technology to the improvement of teaching and learning in particular content areas. We aspire to excel in both areas and can already point to an impressive track record in both areas.

Our 1-to-1 laptop initiative speaks to role technology can and should play in the preparation of teachers and we have now launched our EDUCATE (Exploring Directions in Ubiquitous Computing And Teacher Education). We have more to say about this on-going initiative and our future plans for it later in this report.

We also recognize the importance of content specific teaching and learning through the use of technology and can point to programs of research designed to test and evaluate various technology rich interventions. A good example is the research being conducted by our NSF funded Mid-Atlantic Center for Mathematics Teaching and Learning.

Fully funding the life cycle costs of technology

While we cannot claim to have fully funded the life cycle costs of technology, we did succeed at receiving a major new endowment that will name our Education Technology Center. The Eugene Carrara (Ellie – please check the spelling and fix any errors here) Technology endowment will become operational in 2008 and will provide a new revenue stream to support the work of our technology center.

### Strengthening the technological sophistication of our student teacher supervisors

Our student teacher supervisors all now have up to date lap top computers which permit them to interact electronically with our increasingly technologically sophisticated student teachers. Jackie E. -- is this factually correct? Is it true for all of our supervisors?

### Providing more effective technology support throughout the College

Our Education Technology Center has kept pace with technological developments and is making increasing use of remote diagnostic and support software. The Center also provide strong support for the adoption of Penn State's Content Management System (CMS) which has now become the backbone of our Web presence. We are in the progress of migrating our old web sites to the new CMS and see this as a significant enhancement for our ability to keep information up-to-date and accessible to electronic visitors.

### Developing a comprehensive data collection and assessment system

As we prepare for the next site visit from our national accreditation body (NCATE), we are developing new data collection and assessment systems. In particular, we are making use of a commercially available software package known as TaskStream. As of \_\_\_\_\_, our teacher preparation programs in \_\_\_\_\_ will be using TaskStream to make links between experiences our students have had in the pre-service program and results that are observed in the schools during student teaching and internship experiences. Jackie E. -- Could you fix this and add other points that may be relevant? Thanks.

## III. Four Signature Endeavors for the Next Five Years

We turn next to the four signature endeavors we plan to pursue over the next five years.

### 1. Interventions and their Impacts

## Background

A powerful cross cutting theme that emerged from our planning efforts is centered on the idea of intervention and the assessment of impact. There is great growth in research around interventions to improve teaching and learning, particularly for young learners and particularly in the area of reading. We see ourselves being significantly involved in this effort and also see broadening it to include learners across the age span (indeed, we see working with adult learners in the context of the family as well as in settings like schools and the workplace as quite central to our mission) and in many different content areas, including reading.

This theme permits us to re-frame the longstanding College of Education commitment to early childhood education. Rather than think of early childhood education as a separate graduate area of emphasis where we have historically devoted two tenure track faculty lines, we are thinking of it as much more of a cross-cutting area of research that is tied to multiple disciplinary orientations like educational psychology, counseling psychology, and special education in addition to content areas like social studies education and mathematics education. We have already moved in this direction and can point to \_\_\_ tenure line faculty hires within the past \_\_\_ years with significant interests in early childhood education.

A focus on intervention studies also plays to our considerable strengths in teacher education. Interventions typically involve a change in teaching practice and the breadth of our expertise in teaching and teacher education (we offer preparation in \_\_\_ distinct fields) positions us well to participate in the design, implementation, and evaluation of interventions and also for the subsequent infusion of what we know works well into the preparation of future teachers as well as the on-going professional development of practicing teachers.

An intervention theme also permits us to bring into the foreground our longstanding interests in learners with special needs. Interventions are developed in response to difficulties and are intended to lower barriers to successful learning and living outcomes. Many of our faculty members who work in the areas of Special Education and Rehabilitation Services have well established interests in studying interventions. Their experience and expertise is invaluable to us as we seek to strengthen this aspect of the College. Indeed, one of the byproducts of identifying intervention research as one of our signature endeavors will be the opportunity to strengthen the special education and rehabilitation services areas of the College.

The intervention theme also surfaced quite prominently in the recent review we conducted of our School Psychology graduate program. The School Psychology Study Team was charged with assessing the viability of an integrated, interventionist approach to the study of school psychology at Penn State and invited outside experts to review the program and assess the pros and cons of moving in this direction. The external reviewers as well as the Study Team recommended that Penn State pursue this approach and

progress has been made. We are searching for a new faculty member in School Psychology who will have these interests and we have entered into a new partnership with the State College Area School District to co-fund a position that will link the College with the School District in new ways.

The intervention theme has a number of important and interconnected dimensions that are all relevant for us. These include:

Design. Interventions need to be carefully designed and this work draws on basic knowledge and understanding about educational phenomena. The work requires creativity and a willingness to think boldly and in new directions. We are already well positioned for this work given the strengths we have in our Instructional Systems graduate program along with our emerging strength in the Learning Sciences. By strengthening links among programs like Instructional Systems, Educational Psychology, and the various content knowledge specializations (e.g., mathematics education and science education), we will position ourselves for leadership roles in the design of new and promising interventions.

Implementation. Numerous practical administrative questions surround a serious effort to intervene. Scaling decisions need to be made and resources need to be identified. Interventions also need to be implemented in ways that make it possible to assess and understand impact. We recognize a need for researchers to be connected to the implementation of intervention initiatives.

Evaluation. Our interest in impact includes but goes beyond trying to figure out if the intervention was effective at improving learning. Indeed, we are also interested in whether the gain (whatever it might have been) is cost effective and whether it has beneficial effects on the broader society. In other words, we are interested in the social impact of the skills and capabilities that are generated by the intervention. We are also interested in interventions that are designed to make better use of existing skills and capabilities. For example, career counseling can be a powerful intervention in its own right.

We also note that our interest in intervention studies maps quite well onto the research agenda for the Institute of Education Sciences (IES), the research arm of the U.S. Department of Education. IES is seriously committed to testing the impact and efficacy of major interventions and funding is available for the necessary field studies.

Modern interventions sometimes cut across existing service delivery mechanisms and provide opportunities for collaborations of scholars across separately organized parts of the university. For example, there is exciting new work that makes connections between the health and education sectors of government and there is great potential for interdisciplinary work. The theme also makes it possible to address counseling interventions that all too often are disconnected from other parts of schooling experiences.

## Plans for the Immediate Future

Create the Applied Educational and Developmental Sciences Research Center, in collaboration with CYFC

Continue to encourage and foster the diversity of methodology to gather research evidence among researchers in the COE

Encourage greater uses of technological resources within the university to gather evidence for research and evaluation

Encourage and facilitate research and evaluation activities that gather educational evidentiary data related to cultural and language minorities; to immigrants; and to the global society beyond the US –**note the relevance to our Language, Identify, and Arts in Education signature**

Encourage the development of multi-disciplinary research efforts within the college and across colleges

Strengthen links among Instructional Systems, Educational Psychology, and Content Areas in support of the Learning Sciences

Increase the College's capacity to participate in major evaluations of interventions – augment strength in program evaluation, measurement and assessment, field study trials

**Perhaps use the emerging work making use of biological markers as a good example of the kind of research this Center could foster. -- cross-disciplinary work, mixed method, etc.**

Establish a Center for Research on Teacher Education to enhance our national reputation and visibility in teacher education

We see teaching as an intervention and we are deeply committed to the preparation of teachers. There is an ongoing and quite lively debate about the proper balance to strike between the development of cross-cutting teaching skills (e.g., classroom management) and teaching and learning phenomena that are specific to particular content areas (i.e., pedagogical knowledge about mathematics is not the same as pedagogical knowledge about social studies). Distinctions are also drawn between the types of pedagogical knowledge needed within a particular content area according to the age level of the learners (e.g., the pedagogical knowledge needed by a teacher teaching mathematics to elementary school students is different from that needed to teach mathematics to secondary school students). PDE has now divided the elementary teacher certificate into early

elementary and a middle elementary separate certification areas on the grounds that the knowledge base needed to teach children at the PK-4 level is different from the knowledge base needed to teach children in grades 4-6.

These are important, researchable questions and we aspire to be at the cutting edge of this work.

#### Establish a program of Intervention Studies Graduate Fellowships

These fellowships will be designed to help us become more competitive in recruiting top graduate students and will be available to all five departments in the College. Will use the term “intervention” broadly so that it need not be a barrier . . . but a way of signaling interest in the conduct of research that bears on the improvement of practice in the field.

## 2. Science, Technology, Engineering, and Mathematics (STEM) Education

### Background

STEM education has been an area of high priority for us as a College for several years. We can point to several very specific initiatives that have resulted from this strategic decision made several years ago, including the decision to ear-mark the Waterbury Chair in Secondary Education for STEM education and the successful appointment effective in August of 2008 of Dr. Richard Duschl, a prominent science educator to the Waterbury Chair. The Waterbury Chair is the most generously funded faculty endowment in the College of Education. Dr. Duschl will be devoting the resources of the Chair to the support to STEM education at Penn State and beyond.

In addition, we worked with the Kahn family to focus the new Kahn Professorship in the direction of STEM education. Dr. Carla Zembal-Saul was recently appointed the Kahn Professor of STEM Education and Dr. Zembal-Saul also specializes in science education.

We have already noted the creation of the Center for Science and the Schools (CSATS) and the success it has enjoyed during its first four years of operation. CSATS was instrumental in securing the \$27 million NASA Aerospace Education Services Project for Penn State in addition to a series of other STEM related projects.

We have also been increasing the number of tenure line faculty in mathematics and science education. In 1999 the number of tenure line faculty members in these two program areas was \_\_\_\_\_. In the fall of 2008, this number will have grown to \_\_\_\_\_, although we should note that this count includes the current Department Head for Curriculum and Instruction who is a science educator.

STEM education has proven to be a major source of external funding for the College. In addition to the NASA AESP grant, we are receiving major funding from the National Science Foundation, the U.S. Department of Education, and the Knowles Foundation.

Two major STEM education journals are now located within the College at Penn State, the *Journal for Research in Mathematics Education* edited by M. Kathleen Heid and the *Science Education* journal edited by Gregory Kelly. Moreover, we have been giving visibility to our STEM education efforts in various College publications, including our annual thematic publication in the fall of 2006 and a mailing that will be distributed in the fall of 2008 announcing our new faculty hires in this area.

One of the great advantages of a STEM education signature for us is the potential for making strong connections with other parts of Penn State. The STEM colleges at Penn State have demonstrated interest in working collaboratively with the College of Education. The CSATS initiative is based around a strong and growing collaboration and we are building on long standing co-curricular development activities, particularly with the College of Engineering.

Given the strengths of the STEM colleges at Penn State, it makes good sense for us to work hard at maintaining and even enhancing complementary efforts in STEM education. We see this as an important and enduring priority for us as a College.

#### Plans for the Immediate Future

Work on strengthening partnerships within Penn State as well as with the Schools

Take full advantage of the resources from the Waterbury Chair

Capitalize on the momentum that already exists

Identify productive STEM Ed research areas or key problems and seek internal and external support for that research -- CYFC center

Identify and disseminate existing STEM Ed initiatives in the College and identify STEM activities in other entities within the University -- help people learn about opportunities -- CYFC center

Examine of the next five years how to expand our reach to develop STEM educators who understand the local, national, and international nature and needs of STEM Education and are better prepared for teaching in settings involving diverse learners. Generate STEM focused fellowships, assistantships to enlarge the pool and diversity of high quality STEM Ed grad students -- operations

Continue to use the Waterbury summkits to promote STEM Education scholarship

Research on STEM related teacher ed might be a visible part of the Center for Research on Teacher Education

Ph.D. candidates in the STEM disciplines might be candidate for a minor/cognate area of study in teacher education

### 3. Language, Identity, and the Arts in Education

#### Background

The College has a longstanding interest in language and literacy education and is resolved to broaden the focus to address questions of identity and the arts in the context of language development and utilization. We see language as lying at the core of communication in a society that is growing ever more diverse as we move further into the 21<sup>st</sup> century. We also recognize the importance of what are being referred to as the “new literacies” which typically involve modern telecommunication and computing technologies. Young learners are increasingly oriented around new methods of communication and it behooves educators to find ways to harness these interests and capabilities in ways that enhance learning and the ability to function effectively as citizens in a global society.

Given our existing strengths in language and literacy education, we see this as the logical starting point for this endeavor, and we have already begun taking steps to strengthen our offerings in this area. In particular, we successfully completed a number of faculty searches during the past two years with an explicit focus on language and literacy. We have or will be welcoming \_\_\_ new tenure line faculty members with interests focused on learning to read, the role of language in cultural identity, the new literacies, and children’s literature.

We also made a very deliberate decision to re-staff our program in World Languages education and to broaden this offering with a new tenure-line faculty position in English Language Learning. We believe it is imperative for a major college of education like ours to provide national leadership in the areas of World Language and English Language Learning. We also see these as highly complementary efforts since it is so important for native English speakers to learn and appreciate other languages and cultures (and we see language as a key avenue toward understanding cultural identities), just as it is so vitally important for learners of all ages in this country to learn English. The Penn State students we are preparing to be teachers will be in classrooms with linguistically diverse students. Our graduates need to be able to function effectively in these environments and we see our investments in World Language Education and English Language Learning as key steps toward better preparing future teachers.

This signature theme also aligns well with Penn State's growing emphasis on International Studies and the creation of the new School of International Affairs. The College of Education has maintained interest in international studies for many years, primarily through its dual title graduate degree in comparative and international education and more recently through its involvement with the Humphrey Fellows Program. This interest will continue, but we hope to use our growing interest in Language, Cultural Identity, and the Arts in Education as a mechanism for broadening the international reach of the College.

We also see and are already taking advantage of the obvious collaboration possibilities with our colleagues in the College of the Liberal Arts. The Department of Applied Linguistics has been an active partner with us as we have moved to strengthen the World Languages and English Language Learning areas of the College. We look forward to strengthening these relationships in the years to come.

Mention the tie-in with Outreach -- Foreign Language Learning will be the focus of the new version of TIF -- **Kyle -- Can you provide some text for this?**

Our decision to include the arts as part of this signature theme is quite deliberate and reflects our overarching belief in the importance of the arts as a means of developing cultural as well as individual identity. As educators we have a responsibility for going beyond the use of schooling as a means of mastering discrete sets of skills. Education can and should play a key role in the development of a sense of self as well as one's humanity. Collectively, these identities give rise to culture and education plays a key role here as well.

We become involved in these matters in several ways as a College. Through our counseling programs we help therapists and teachers intervene when difficulties arise such as anti-social behaviors like bullying. We also see the arts as a means by which we can assist students in their appreciation of themselves as individuals as well as of their own in addition to other cultures. We have talked about an arts-in-education theme in previous strategic plans and have stressed the idea that we need to view the arts as being relevant to all educators, regardless of the specific area of interest or specialization. While it is possible and desirable for an educator to specialize in an area like art education, this is just one part of the role the arts can and should play in educational contexts. We have been taking active steps to strengthen the role of the arts, especially in our elementary education teacher preparation program. Our colleagues in art and music education within the College of Arts and Architecture have been very helpful, and we also succeeded at creating a joint tenure line faculty position between Art Education and Curriculum and Instruction. We look forward to adding strength to these joint efforts.

Plans for the Immediate Future

Arts and Literacy Research Fund

Idea Studio -- see below

Arts and Literacy Curriculum Fund

### Curricular Initiatives

New undergraduate minor in Teaching English to Speakers of Other Languages (TESOL)

More resources to the joint Teaching English as a Second Language Certificate for both preservice and inservice teachers

Recruit heritage speakers of less commonly taught languages

Consider requiring all teacher certification candidates, school and university administrators, and educational researchers to study another language.

### Research Initiatives

#### Advocacy initiatives

Encourage PDE to require more with respect to World Languages

Start a college advisory and coordination group for all international activities within the College

Identify on-going international (non-US) projects within the College, build and maintain a listing with descriptions

Generate a list of faculty interested in expanding to international research and/or training

Strengthen support for graduate students from abroad given the growing and already quite stiff competition

Continue to support the Humphrey Fellows Program and the SIA

## 4. Technology and Learning in the 21<sup>st</sup> Century

### Background

It is relatively common these days for colleges of education to place emphasis on technology and its applications to education phenomena, and technology is clearly important for us as the College of Education at Penn State. Indeed, the “bold use of electronic technologies” was and is one of our fundamental commitments as a College. However, what we think can truly set us apart is a commitment to doing the research that needs to undergird the application of technology to educational phenomena. Moreover, we see ourselves excelling in three areas of application: the conduct of instruction; the pre-service preparation of education professionals; and the management of information, including safety and privacy issues.

Conduct of instruction. Computing and telecommunication technologies make it easier to gain access to and manipulate information and raise exciting questions about the design of instructional space and the interface between teachers and students. For example, we are accustomed to thinking that content knowledge needs to emanate from the proximate teacher, and we may be entering a period where we can become less dependent on this arguably limited and quite expensive means of infusing content knowledge into instructional settings. We need to know more about the fundamental properties of human learning in these evolving settings and recognize that these properties are likely to vary across the different content areas of the curriculum.

Pre-service preparation of education professionals. We are already recognized as a College for the pioneering work regarding the use of electronic portfolios as powerful means of allowing aspiring teachers to reflect meaningfully on practice and its improvement. The new EDUCATE (Exploring Directions in Ubiquitous Computing And Teacher Education) initiative promises to take even greater advantage of the power offered by laptop computing technology. There are parallel opportunities in other areas of our professional preparation programs. For example, the use of digitized records of interactions between counselors and psychologists and their clients in the CEDAR clinic will make it possible to pinpoint key elements of a session with unprecedented ease and accuracy.

Information management. The ability to monitor and evaluate pupil progress through the use of unobtrusively collected data is making it possible to individualize the teaching and learning experiences of students of all ages. We can look forward to the day when teachers will have instant access to the information needed to make decisions about the best next steps to take, learner by learner. Research is underway in the College to make connections between resource allocation decisions being made by administrators and decisions teachers are making about how to distribute resources within classrooms. Moreover, as the Educational System Design (ESD) Project is demonstrating, this kind of information can be used to tailor programs to meet the needs of individuals and sometimes groups of individuals who have reached a similar stage in their learning.

We also see this as an area where we can work strategically with our colleagues in outreach and distance education. The PSU Online Steering Committee included the following two goals in its May 19<sup>th</sup> description of its strategic goals:

Deepen the UNDERSTANDING of online learning throughout Penn State by pursuing active RESEARCH AND TRAINING agendas for faculty, students, and staff.

Establish an AGENDA FOR EXPERIMENTATION that allows the University to effectively explore the multiple evolving dimensions of online learning.

Given the long history of our involvement in the practice and study of distance education through the American Center for the Study of Distance Education, we are well positioned to work with our colleagues in Outreach to conduct the necessary research, training, and experimentation.

As great and impressive as these technological capabilities are, there are dangers to consider, and this also is an area where the College can provide leadership for the field. In particular, there are safety issues for teachers, students, and parents. There are closely related security issues that also warrant attention—including identity theft and the misuse of technology, as well as the use of badly designed technology. The potential for technology to be misused speaks to the importance of impartial research so that consumers are protected. It is clear that research needs to be at the core of any initiative we decide to pursue, and we have an impressive research record to build upon.

Perhaps say more here about the impact of technology on making new data possible -- e.g., MRI and biological markers of various kinds. -- opening the door on new kinds of research

#### Plans for the Immediate Future

Transform classrooms into cutting-edge learning environments to support innovative instructional practices and research on learning and teaching in technology-rich settings

Create an Innovation/Design Studio to support the building of capacity among faculty to use technology in support of research, teaching and learning, and outreach

Use the College's already established strength in technology to enhance the quality of our teacher preparation programs -- Teacher Ed group

Explore the viability of on-line/blended study of professional practice at the doctoral level -- note that we were pioneers in the development of on-line professional practice master degrees

#### IV. Cross Cutting Initiatives

In addition to the pursuit of these four signature endeavors, we will be assigning a high priority to the improvement of basic operations in the College. These are cross-cutting kinds of improvements that will work to the benefit of the entire College.

##### Scholarship Support for Students.

High fundraising priority for student scholarship support, both undergraduate and graduate

##### Intervention Studies Graduate Fellowships

Develop a plan, including incentives and scholarships, to recruit and retain a more diverse student population for its initial teacher preparation programs and also to recruit students in general to high need and under populated areas of certification

##### Undergraduate Curriculum Development

##### Compliance with new PDE Regulations

New Major in Childhood Education

New Options for SPLED Students

Establish a task force to develop a conceptual framework and operational plan regarding international study as a component of teacher education programs as well as possibilities for study at sites within the US that offer diverse environments.

New undergraduate minor in Teaching English to Speakers of Other Languages (TESOL) (from the ELL Study Team) -- already mentioned under Language, Identity, and the Arts in Education.

Expand the joint Teaching English as a Second Language Certificate for pre-service teachers.

##### Graduate Curriculum Development

Compliance with new PDE Regulations in the area of Administrator Training

Note the increased role being played by professional ethics and how well positioned we are at Penn State to take advantage of this.

Make a big deal about this being an area where we have the potential to become world class -- build on an existing area of strength

Encourage the development of a cross-disciplinary doctoral level program in teacher education that would supplement graduate study in specific disciplines or subjects

Expand the joint Teaching English as a Second Language Certificate for in-service teachers.

### Quality of Advising Services

Our Evidence Study Team picked up on the need for students to receive training across the various research methodologies and called for improved advising including the development of a clear overview of available courses.

Conduct inventory of what courses are available for what types of data and what types of data collection designs. A common web site would be helpful.

### Scale Issues

Insure that all teacher ed programs are of an appropriate size so that faculty are able to develop programs that employ research-based practices that match the values and principles that the College and faculty members espouse

### Technology Support

Opportunity to re-think and perhaps re-position the purpose and function of our Education Technology Center, particularly in light of the recommendation that we create a Design/Innovation Studio

### Partnerships with Key Constituencies

Within the University

With other Penn State Campuses -- tell our story/share our plans  
CYFC/SSRI  
STEM Colleges  
College of the Liberal Arts -- Applied Linguistics

Strive to have COE representation or presence within  
various consortia (SSRI, CYFC) and grassroots initiatives,  
e.g., Qualitative Research Interest Group **from Hoi's group**

With external groups

State College Area School District  
Other School Districts

Develop mechanisms for working collaboratively with  
practitioners to enhance the quality of our teacher ed  
programs -- Teacher Ed Study Group

Literacy Councils  
Philly  
WUN

Outreach and Continuing Education -- links to Craig W.'s planning

Foreign Language Learning will be the focus of the new version of TIF --  
links with Outreach.

American Center for the Study of Distance Education

**Other -- Kyle is there more we should be saying here?**

Multicultural Program Office

strengthen its academic role

re-design the Director's position.

Links with Alumni

Conduct a survey of recent graduates for the purpose of gaining a better  
understanding of the impact of our professional preparation programs,

both undergraduate and graduate. This will be relevant to our NCATE accreditation review.

Open discussion of ways in which alumni contact information might be shared for mutual benefit

Include alumni as part of the freshman seminar experience -- ask graduates to talk about experiences in school systems and also other fields that are relevant for students

Invite recent alumni to present EdLion sessions

Have first year seminar students interview alumni and write a report. This can be an easy way for alumni with little time to be involved, as it would entail a short phone interview

Invite alumni as speakers and panelists in classes

Develop a process that will match students with interested alumni for purposes of internships, projects, mentoring

Find ways to provide expense for invited speakers

Develop ways for alumni to initiate interaction -- perhaps a click on the College web site that would allow alumni to enter their interest in working on a specific type of project -- privacy issues

Encourage research project collaboration

Develop facebook networks for specific alumni-student groups

Pursue other ideas -- streaming video, wikis, blogs

## Publications and Visibility

### Web Presence

Emphasis on being helpful to prospective students

### Enhanced Communications Program

**Note: The following text comes from Suzanne and will be adapted to fit into this section. Suzanne has done quite a nice job here and maybe the best option would be to provide some summary text in this section and add the complete memo as Appendix B to the report.**

## **DRAFT - Strategic Planning Communications Suggestions**

Submitted May 15, 2008

By Suzanne Wayne, Coordinator of College Relations

The College must communicate large amounts of information to two vital groups of people: 1) faculty, staff and students; and 2) prospective students and faculty members, employers, media, and alumni.

Adequately managing communications to the first group can improve collaboration and decrease redundancy and confusion. Managing communications for the second group can help the College meet its goals for student and faculty recruitment and establish a strong reputation for the College.

### **I. Internal Communications:**

New technologies are making it possible for us to reach out to the College community of faculty, staff and students. By using these technologies appropriately, our goal is three-fold:

1. Reduce confusion about College processes and policies.
2. Increase collaboration and cooperation.
3. Build a stronger College community.

#### **A. Internal College Web site** (<http://www.ed.psu.edu/educ/for-current-faculty-and-staff>):

The College has already made significant strides in the developing a single source for information on College processes and policies. We would like to build on that in the following ways:

1. Set up content owners as editors in the new Content Management System (CMS) so that they can more easily maintain their respective pages within the site (i.e. Finance office, Promotion & Tenure, Diversity Committee, etc.).
2. Conduct user testing and surveys among faculty and staff to determine what information is still needed on the site and the best way to organize and present the information.
3. Publicize the presence of the site regularly through the following means:
  - a. Make short presentations at department faculty meetings, at the All-College meeting in the fall, at a

faculty council meeting, and at one of the Dean's Advisory Committee Meetings.

- b. Alert people to the presence of the link to the site off of the College home page through an e-mail to the listserv and on the digital signs.
- c. Include a short presentation about the internal Web site in new faculty orientation meetings.
- d. Link to the site in the Connections newsletter.

### **B. Digital Signage Management:**

The College is about to install a new College-wide digital signage system. This system promises to push important messages to the entire College community in a highly visible way. To maximize benefits from such a system, we suggest that the College establish a temporary committee to develop roles, processes and policies for maintaining messages on the screens. Roles, processes and policies may include:

- A screen coordinator in each building who regularly reviews the actual messages that are being shown on the screen in their area and manages the customized messages for their area
- A process for members of the college community to request that messages be posted on the signs, perhaps through an online form
- Policies regarding what types of messages will be included and excluded from the screens
- A manager who coordinates the entire effort and has final say as to what messages are included

The College foresees the following types of messages to be included:

- Special Events and Activities within the College
- Career Days and Job Fairs
- Undergraduate & Grad Student Organization Meetings & Activities
- Visiting Education Scholars and Faculty Candidates (Seminars, Brown Bag Luncheons, Receptions, etc)
- Current Volunteer Service Opportunities for Undergraduate & Grad Students
- New Course Offerings
- Commencement info
- Important News about Education from within the College, and perhaps the State and Nation

- Deadlines (e.g. -- Drop/Add, ETM, Scholarship Applications, PRAXIS registration, etc.)
- Faculty Highlights (similar to the rotating images currently used in the ED website)
- College Highlights (e.g -- rankings, accreditation, etc.)
- Research & Grant Highlights
- Info about Centers & Institutes in the College
- Info about Academic Programs for Undergraduate & Grad students
- Info about Outreach Offerings
- Info about Scholarships
- Info about Student Teaching Opportunities (including PDS)
- Info about Studying Abroad (including student teaching abroad)
- Highlights from Bridges
- Highlights from Connections
- Alum Highlights
- Emergency Messages

## **II. External Communications**

### **A. Web Site Content Management:**

The Web is now the number 1 source of information about the College. Since the Web site is the external face of the College to the public, it is extremely important that we maintain the content on the site. The following suggestions may help the college improve and maintain our Web presence:

1. Provide adequate training and compensation to staff members who are charged with maintaining their units' respective Web sites.
2. Make sure staff members have the time to review and update their pages on a regular basis—at a minimum, twice a year.
3. Establish a web editors group that meets once a month to discuss the CMS and best practices for writing and managing Web sites in general.
4. Continue to develop the Web site handbook on the College internal Web site as a resource for staff in maintaining their sites.

## **B. Incorporate User Experience Data in Web Site Management Decisions**

Currently, we are making decisions about Web content and design based on internal user experience, which is naturally biased because of the internal knowledge College employees already have. To make sure our site is usable by our outside audiences, we should do the following:

1. Develop a system of regular usability testing to get feedback on the Web and find ways to improve the user experience. Users we may want to survey include students, prospective students, alumni, new faculty (about their experience as a prospective faculty member), parents.
2. Investigate ways to capture and use data from the Web site server logs regarding user experience.
3. Generate a regular monthly report with data to track improvement in usability.

## **C. Fall Print Campaign to other Deans of College of Education**

Each fall we send a series of materials to Deans of other Colleges of Education. We collect the names and addresses from AACTE.

The mailing traditionally includes a postcard, a 1-page summary of research (research report), and a 36-page theme report on an important issue in education. Two more research reports are mailed throughout the year, in January and in May.

We suggest that in the future, we select the topics for postcards, research reports, and theme reports strategically so that they fall in line with the College's selected areas of excellence.

### Organizational Structure for the College

The School Psychology Study Team recommends achieving better connections across programs

The College of Education should better integrate current teaching, research, and service efforts within school psychology into other relevant parts of the College, particularly in counseling.

The School Psychology graduate program should streamline its existing program so that it requires less time of students and also broaden the

curriculum so that in addition to preparing to become practicing school psychologists students have the opportunity to develop into scholars in the field.

## **V. Assessment/Accountability/Metric Issues**

The College of Education has a long history of documenting learning outcomes for external accrediting bodies and professional agencies. Academic programs are approved by the Pennsylvania Department of Education (PDE) and accredited nationally by organizations such as The American Psychological Association (APA), the Council for Counseling and Related Educational Programs (CACREP), the National Council on Rehabilitation Education (NCRE), and the National Council for Accreditation of Teacher Education (NCATE).

Curricula also reflect the preparation guidelines of national learned societies and groups such as the: American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), Association for Childhood Education International (ACEI), Association for Education Communications and Technology (AECT), Council for Exceptional Children (CEC), Holmes Partnership, International Reading Association (IRA), Interstate New Teacher Assessment and Support Consortium (INTASC), International Society for Technology in Education (ISTE), International Technology Education Association/Council on Technology Teacher Education (ITEA/CTTE), National Association for the Education of Young Children (NAEYC), National Association of School Psychologists (NASP), National Board for Professional Teaching Standards (NBPTS), National Council of Teachers of Social Studies (NCSS), National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), and the National Science Teachers Association (NSTA).

In addition to collecting data and evidence of learning for external reviewers, the College of Education is making strides in collecting and analyzing data for ongoing internal review and continuous program improvement. Beginning in Fall 2008, an assessment committee consisting of faculty and students will meet regularly to discuss currently available program data, including PRAXIS exam scores, survey data, post-graduation activity, focus group data, and more. This committee will make decisions about dissemination of this data to faculty and students, and the committee will determine where further data is needed. Discussions about program data will be facilitated in ways that result in ongoing analysis of programs.

## **VI. Recycling Plans and Proposals for New Initiatives**

Describe past re-cycling practices and note that our emphasis has been on expanding the tenure line faculty in key strategic areas. Note that the success we have enjoyed at recruiting and retaining world-class faculty members. Note that we are sensing a need to

shift the basic strategy so that we are providing more support for graduate students, particularly at the doctoral level.

#### Requests for New Funding

##### Central

Three new tenure line faculty positions to make it possible for the University to come into compliance with the new regulations from the Pennsylvania Department of Education. In particular we need to respond to new requirements for:

Early Childhood Education  
Special Education  
Educational Leadership

Facility Upgrades for:

Teaching Methods Laboratories  
Design/Innovation Studio

##### Consortia

CYFC matching support for the research center

##### Other Colleges

STEM College matching support for CSATS  
Liberal Arts support for ELL and World Languages  
IST support for the Learning Sciences

##### State College Area School District

Building on the successes we have had with joint positions. The position in School Psychology is the latest example.

### **VIII. Final Observations**

We see strategic planning as an on-going and iterative process and will stay actively involved with refining our plan throughout the next five years (and beyond). It is impossible to anticipate every opportunity and we need to maintain flexibility to take

advantage of real opportunities that are not even able to imagine at this time. For example, in our last plan, we did not anticipate the opportunity to link arms with our colleagues in the Dickinson School of Law and yet here in the spring of 2008 we have a joint faculty appointment with Dickinson, we have created three joint master degree programs, and we are running a very successful law and education outreach program.

This kind of nimbleness is important to our future as a College. At the same time we need to be deliberate and not jump at every unanticipated opportunity that beckons. A number of our Study Teams will continue to be active in the years to come and will help to keep us focused on the vision we have developed for this plan. The new planning process we have been pursuing stimulated a remarkable and quite welcome level of engagement throughout the entire faculty and staff. We will endeavor to maintain the positive energy that surrounds this planning effort.

The field of education is intellectually alive and filled with challenge and opportunity. Our plan is designed to open pathways for all learners to achieve at unprecedented levels. We aspire to be at the cutting edge of our field and recognize the important role education needs to play in a rapidly changing and increasingly interdependent global society.

We look forward to taking the next steps toward implementing our plan and stand ready to work collaboratively with our colleagues in other parts of the University. Reactions to this document are welcome and will be factored into our on-going planning efforts. We are privileged to work in this field and remain grateful for the levels of dedication, talent, and energy that we bring collectively to the endeavor.

## Appendix A

### Summary Results from the 11 Study Teams<sup>3</sup>

#### Literacy and the Arts in Education (#1)

Team Members: Gail Boldt (lead), Anne Whitney and Kim Powell

1. Commit to achieving national prominence in the integration of literacy and the arts through:

Hiring  
 Research Support  
 Creation of an Idea Studio  
 Staff Support for digital media development

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<sup>3</sup> All of the reports from the Study Teams are available on the College of Education's Strategic Plan home page at: <http://www.ed.psu.edu/educ/for-current-faculty-and-staff/strategic-plan-folder>

Integrated university-wide colloquia  
 Creation of Post-docs  
 Advocacy for the Arts

2. Integrate Arts into the College's undergraduate program

3.. Create Partnerships with:

Other colleges and units at Penn State  
 K-12 school districts  
 Community groups and studios

#### International Programming (#2)

Team Members: David Baker (lead), Jamie Myers, Esther Prins, Ladi Semali,  
 Elias Mpofu, William Rothwell, and Charles Hughes

A College of Education that (in the next five years):

1. Creates integrated international programs with regular coordination of current and proposed projects.
2. Achieves the goal of having between 1/3 and 1/2 of its faculty engaged in at least one research/training project that has an international dimension.
3. Creates significant partnership(s) with non-American teacher training research universities.
4. Reaches the point where at least 1/2 of its undergraduate and graduate programs build in requirements along with viable options for study, research, and/or training outside the United States.

#### The Role of Evidence in the Field of Education (#3)

Team Members: Hoi Suen (lead), JoLynn Carney, Dorie Evensen, David Post, Jerry Trusty, and Paul Morgan

A wide variety of methods and designs are used by education researchers and evaluators. Appropriateness of method depends on the purpose of the research and the questions being addressed.

Regardless of types of data used, cogency of evidence depends on the reliability of data and its correct interpretation and use (i.e., validity). Students should understand the concepts of reliability and validity and they should be encouraged to enroll in courses which address these concepts.

It remains to be seen whether the current orientation of the Institute of Education Sciences (IES) on experimental design will outlast the current administration. Policy and funding criteria could change in the future. Attempts by our College of Education to be guided exclusively by the current emphasis may position us just in time for obsolescence in another year.

Understanding experimental and quasi-experimental methods will continue to be essential for graduate students in the near future. But students also need to understand the traditions and basic methods of qualitative research.

The College of Education should conduct an inventory of what courses are available for what types of data and what types of data collection designs. We recommend creating a College-wide repository for course syllabuses and for concepts taught.

The College of Education needs to ensure students have a comprehensive view of the many methods and types of evidentiary data used in education. We note important advances in technology, the availability of new means of gathering reliable physiological or geographic evidence. But a consensus emerged in the current strategic planning exercise about the value of diversity and complementary approaches to evidence.

#### Teacher Education (#4)

Team Members: Jim Nolan (lead), David Lee, and Richard Walter

1. Strengthen the quality of our teacher preparation programs by **working more collaboratively with practitioners, using technology more effectively, and insuring that all programs are at an appropriate size.**
2. Establish a **Center for Research on Teacher Education** to enhance our national reputation and visibility in teacher education and develop a **cross-disciplinary doctoral level program in teacher education** that would supplement graduate study in specific disciplines or subjects.
3. Develop a systematic plan, including incentives and targeted scholarships, to **recruit and retain a more diverse student population** for initial teacher preparation programs and also to recruit students in general to high need and under-populated areas of certification.
4. Establish a Task Force to develop a **conceptual framework and operational plan regarding international study** as a component of teacher education programs as well as possibilities for study at sites within the United States that offer diverse environments.

### Ubiquitous Computing, Telecommunications, and the Science of Learning (#5)

Team Members: Carla Zembal-Saul (lead), Kathy Heid, Orrin Murray, Scott McDonald, Chris Hoadley, and Brian Smith

Goal: Be a national leaders in research and practice for educating educational professionals for 21<sup>st</sup> century technology-intensive learning environments.

Initiative 1: 21<sup>st</sup> Century Learning Environments for Research, Practice, and Supervision

Classrooms  
Communications  
Ubiquitous Access

Initiative 2: Build capacity among faculty to use technology

Innovation Studio  
College of Education as a Digital Commons site

### Re-envisioning Intervention Research (#6)

Team Members: Karen Murphy (lead), Jim Johnson, Susan Woodhouse, and Tom Farmer

Need:

The Institute of Education Sciences has radically altered intervention research and the education sciences. We need to position the College of Education to help craft this “new science.”

Goal:

Build new infrastructure to support research that transcends disciplinary boundaries and bridges methods while addressing complex educational problems.

Strategy:

Create an “Applied Educational and Developmental Sciences Institute”

Functions:

1. Establish a research community and culture.
2. Build relations with stakeholders (schools, teachers, families).

3. Provide pre-award//post-award support.

Structure:

Steering Committee  
Director, Associate Director  
Part-time Assistant, GRA

#### Improving Operations (Alumni Contact/Cultivation Focus) (#7)

Team Members: Judy Kolb (lead), Judy Leonard, Brian Mauersberg, Kep Sones, Maria Schmidt, Suzanne Wayne, Craig Eozzo, and Judy Nastase

Find ways to share information (respecting concerns about the intrusive use of lists)

Increase the involvement of alumni with students (provide opportunities for contact, e.g., First Year Seminars, Internships, mentoring opportunities)

Develop two-way interaction opportunities with alumni

90% are happy with the current contact  
Website-click to indicate areas of interest

Use emerging technology to reach recent alumni

Facebook wikis, blogs, streaming

#### STEM Education (#8)

Team Members: Glen Blume (lead), Bill Carlsen, Cynthia Pellock, and Simon Hooper

1. Identify/address key STEM Education research problems; organize research teams.
2. Identify/disseminate existing STEM Education initiatives in the College and connections within the University.
3. Develop STEM Educators who are better prepared to teach in diverse settings.
4. Expand Waterbury Summits.
5. Continue the planning process with the new Waterbury Chair.

#### Professional Ethics (#9)

Study Team: Paul Begley (lead), Nancy Tuana, and Liza Conyers

Six interdisciplinary strategies for scholarly inquiry on the subject of ethics. Integrate existing projects, expertise and funding with two new initiatives and funding.

1. Responsible Conduct of Research Projects

Establish and fund a graduate assistantship position for five years to: identify and collect resources relevant to the responsible conduct of research; develop and deliver curriculum and presentations for faculty and students; collect base-line data on research practices at Penn State; develop a Spencer Foundation grant proposal for further research on this subject. New Funding: \$25k per year for five years.

2. Community/College Based Small School Research Projects on Ethics

Establish annual funding in support of small scale research projects relating to ethics. These would be carried out within the College of Education and local school districts. Establish five grants annually of \$5k per year for five years that will be managed by the Willower Center. New funding: \$25k per year for five years.

3. Annual Moral Literacy Colloquium

Continue annual moral literacy colloquiums by the Rock Ethics Institute and the Willower Center. Outcomes will include: compilations of downloadable resources, conference papers at national conferences, and special issues of refereed journals. No new funding is required.

4. Annual Values and Educational Leadership Conference

Continue the annual conference sponsored by the Willower Center. It has a 13 year history of success and excellence. The average attendance has been between 100-150 participants. 70 papers are delivered annually and the proceedings are published on a compact disk. No new funding is required.

5. Refereed Publication: Values and Ethics of Educational Administration (VEEA)

VEEA is a refereed journal established in September of 2002. This journal is published quarterly, both in paper format and on-line. Back issues are archived and readily downloadable. No new funding is required.

6. Compilation of Resources for Teachers and School Leaders

The websites of both the Willower Center for the Study of Leadership and Ethics and the Rock Ethics Institute have become a repository for resources and reading lists on subjects related to values, ethics, and moral literacy. These resources are produced by graduate students carrying out project work during the summer. No new funding is required.

#### English Language Learning and World Language Acquisition (#10)

Study Team: Pat Shannon (lead), Joan Kelly Hall, Linda Mason, and Karen Johnson

#### Curricular

Build stronger bonds with the College of the Liberal Arts, particularly with the Department of Applied Linguistics and Language Departments.

Teaching English as a Second Language (TESL) minor and teacher education

Recruit heritage speakers of less commonly taught languages into programs.

#### Research

Develop cross-disciplinary groups around research on language learning.

#### Advocacy

Advocate for World Language Education in Pennsylvania schools

Expand the mix of languages being taught to include Arabic, Chinese, Japanese, and Russian in addition to Spanish, French, and German.

#### School Psychology Program Review (#11)

Team Members: Jackie Stefkovich (lead), Kathy Ruhl, Spencer Niles, Pat Moore, Rayne Sperling, and Robert Hendrickson

Current efforts to move the existing School Psychology graduate program toward becoming more oriented around an integrated interventionist theme are desirable and should be continued.

The College should fill the vacant faculty position in school psychology with an individual who will strengthen the integrated interventionist theme.

The College of Education should better integrate current teaching, research, and service efforts within school psychology into other relevant parts of the College, particularly in counseling.

The School Psychology graduate program should streamline its existing program so that it requires less time of students and also broaden the curriculum so that in addition to preparing to become practicing school psychologists students have the opportunity to develop into scholars in the field.