

Notes from the Second Rapid Strategic Planning Workshop

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I. Newsprint Talking Points from Each Study Team

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
- 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 $\frac{1}{3}$ and $\frac{1}{2}$ 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 $\frac{1}{2}$ 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 21st century technology-intensive learning environments.

Initiative 1: 21st 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.

II. Summary Notes (taken by Louise Sandmeyer)

Themes

Connection between alumni and teacher education and operations

Voice of advocacy (Groups 1, 10, 3, and implicit in others)

Research focus (STEM Education, Teacher Education, Interventions)

Role of technology coordination across teams. Collaboration could be similar (Groups 5 and 1)

Infrastructure \$ needed: space, staff

Innovation studio

How to prepare teachers

Intervention research center

Dealings with other colleges—influence and leadership

Build capacity through integration culture

Funding may be different for each initiative (some could become self-sustaining)

Determine how each initiative relates to the core

Collaboration/communication needs to be stronger

21st century skills and capacities scenario (STEM Education, Ethics, Global)

Responsiveness to stakeholders is important

Need to go beyond only workplace considerations and also be careful not to focus on just K-12 -- all education stakeholders are important

Different needs in terms of service commitments (land grant mission)

Do we have the right infrastructure (departments, programs, etc.) to support what we need to do? i.e., support translational research?

Do we need to examine the niches we are currently focused upon?

How are we gathering information about the 21st century needs for our stakeholders?

Importance of increasing diversity and globalization (Groups 1, 2, 3, 4, 8, and 10)

Recruitment and retention of high quality students (undergraduate and graduate)

Gaps

How do we address the needs of students with disabilities? Ask each team to discuss how we are preparing students to be more sensitive to diverse students.

Need to know what we are doing before we identify areas of improvement.

Are we stepping forward to address needs of returning veterans?

Special Education opportunities

Given what we want to do, do we have the necessary support to do these things in the face of bureaucratic barriers?

Next Steps

Need to continue

Process needs to be open and transparent

Ask all 11 Teams to Respond

Need to find ways to build commitment to the plan

III. Rough Summary of Individual Comments -- Notes taken by D. Monk

Myrna -- alumni network/student opportunities/diverse field experiences/alumni resources are valuable

Louise -- alumni base is important . . . also important to go beyond the alumni base to other stakeholder groups

Ann -- importance of advocacy role and being relevant for policy making

David (Monk) -- caveat that advocacy needs to be connected to evidence

Carla -- raising profile of the College in research dealing with teaching and learning -- with emphasis on interdisciplinary work

Gail -- need for better infrastructure -- groups 5 and 1. Innovation studio has a technology dimension -- space is important -- expertise is very important -- opportunity

for interdisciplinary work – focused on research dealing with problems of practice -- translational research

Gail -- point about the need to have products developed before submitting proposals

General Comment -- A key role for Penn State's COE: Preparing professionals making use of technology -- possible signature for the College

Sharon -- Innovation studio could be a very important resource for staff -- possibly time to re-purpose ETC.

Jim (Nolan) -- Connections with other Colleges important –

Ann -- COE should provide leadership for other academic units at Penn State with respect to pedagogy

Karen -- Innovation studio is a broader now that we are talking about it. Be careful not to be too focused on teacher ed. See it as an opportunity to pursue different opportunities that may not be part of the core mission -- seek seed funds and see if the initiatives can become self-sustaining. A Design Studio could be funded by a unit like CYFC which will look for products like 10 research proposals going out the door

Chris -- important to get people together -- we're pretty far-flung -- Operations Study Team could work on improved communications

Louise -- Try to think about specific goals you can pursue through greater collaboration. Do more than just call for more collaboration -- be specific about what it will accomplish

Kyle -- Be attentive to 21st century skills. We need to be responding positively to changes outside of the schools

Tom -- Responsiveness to stakeholders is important

Glen -- We're preparing students to enter the workforce with skills that are well matched to the evolving needs of society.

Gail -- Be careful not to be focused solely on the workplace -- there's more to life than what goes on at work

Judy -- Not just K-12 -- we are also interested in a broad array of stakeholders: families, communities, states, nations

Karen -- 21st century capabilities -- how we prepare professionals, how we contribute to the knowledge base, in a world that is quickly changing

Louise -- World Grant idea emerging from the Land Grant terminology

Jim (Herbert) -- integration/collaboration -- we're trying to address problems. How are we as a college going to try and development the culture/climate to accomplish this?

Jim (Herbert) -- Links with special needs learners -- we miss opportunities b/c we're so narrowly focused as individual members of the faculty

Jackie S. -- We have a 1960's infrastructure and we should be open to making some changes in how we're set up to be better positioned for the 21st century

Chris -- We have strong niches -- highly ranked individual programs without commensurate overall ranking as a College, at least by the US News Yardstick

David (Monk) -- Some of our niches are pretty large (e.g., Higher Ed)

David (McNaughton) -- Who are our stakeholders? How are we responding? How are we gathering information? How can we get a better understanding from our stakeholders? (Operations)

Jim (Nolan) -- increasing diversity/globalization -- Groups: 1,2,4,8,10,3

Karen -- Recruiting/retaining high quality students -- UG and Grad

David (Monk) -- Success at recruiting top faculty talent needs to be matched by support for grad students

Jim (Herbert) -- Diversity -- we're missing the disability theme when we talk about diversity -- people with disabilities are still being denied opportunities

Jim (Herbert) -- STEM grants for people with disabilities. RSA grants. What expertise is available across the College?

Judy -- Make sure we know what we're already doing.

Bill (Carlsen) -- a gap includes our silence on the war and the impact it's having on the society. People who are returning from the war . . . meeting their needs. Links to disabilities and learners with special needs. It's a big part of the early 21st century. Links to ethics, ELL, STEM, International

Gail -- Assistive technologies -- an important theme -- could be part of our technology signature -- links with the war theme -- GI's with disabilities

Kyle -- SPLED/REHAB is a tremendous resource for us as a College -- nothing comparable in PA . . . only a few comparable programs in the world

Gerry L. -- how good is the match between existing jobs and our goals?

Paul -- concern about bureaucratic barriers