

Strategic Plan for the Lurie College of Education

Lurie College of Education (LCOE) Vision:

The LCOE is a professional community of students, faculty and staff engaged in supportive partnerships to serve a community of culturally diverse children, youth and families by pursuing and promoting scholarly and reflective inquiry, and access to a quality lifelong education. Faculty, staff and graduates are compassionate and ethical professionals who are mindful of our responsibilities in a democratic society.

Lurie College of Education Mission:

The LCOE prepares high quality educators for our culturally diverse and technologically complex world.

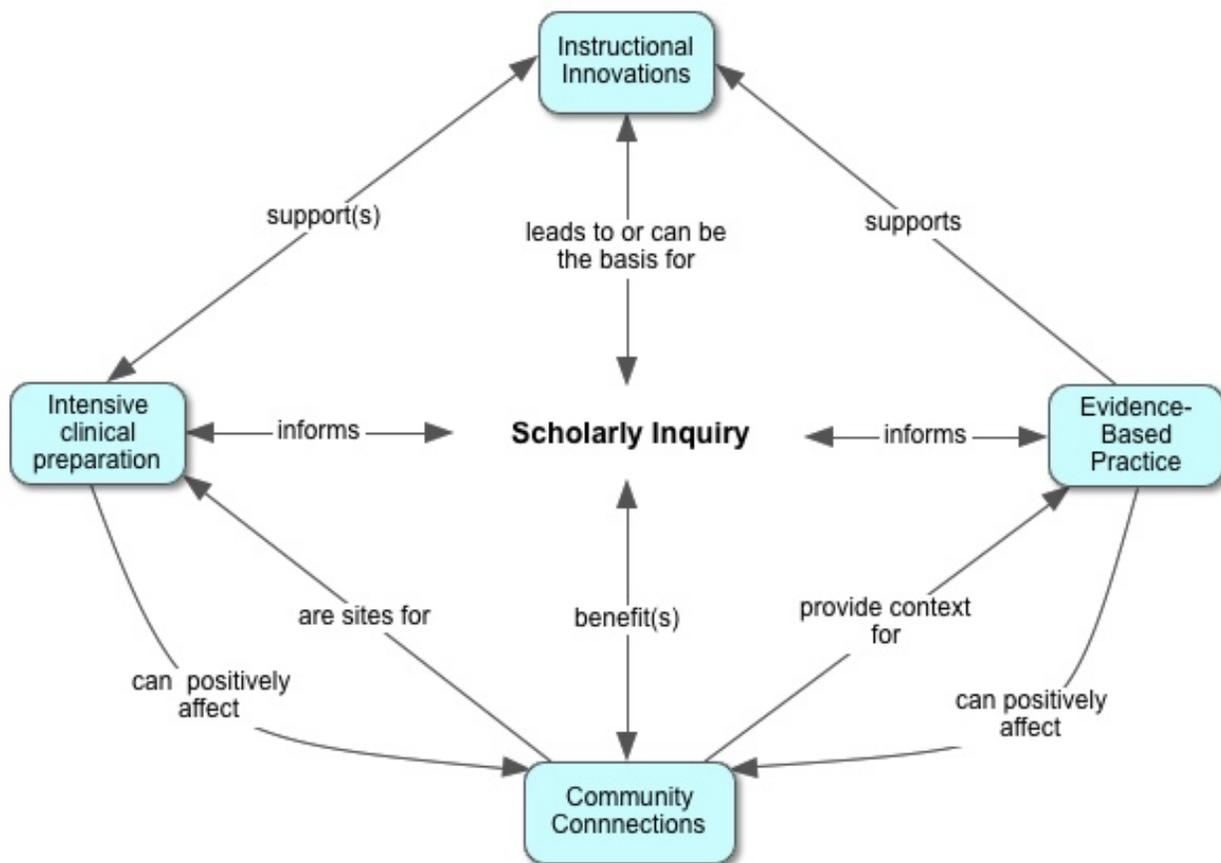
Core Values

The College's core values are EXCELLENCE and EQUITY. Excellence is manifested in the rigor of our academic programs, in our teacher/scholar faculty contributions, and in the high level of LCOE staff service. We challenge our students to strive for excellence in their academic and personal pursuits, as informed and active citizens in their own communities. To achieve equity, our students, faculty, and staff continuously work for social justice and educational opportunities for all members of our society.

Strategic Plan

Our strategic plan values ACCOUNTABILITY by meeting the expectations of our local community partners, California teacher standards, and national accreditation guidelines. We endeavor that our graduates integrate EVIDENCE-BASED PRACTICE into their professional careers by drawing upon the extant literature and the experiences and expertise of our faculty, who actively contribute to contemporary scholarship. Our strategic plan is ORGANIC in that we develop interrelationships, collaborative partnerships, and communal support, less from a mechanistic top-down model, and more from the shared ideas and expertise of all of our members. Our common goals and democratic processes drive financial, curricula, and infrastructure investments.

The following diagram visually depicts our strategic plan. At its core, the plan emphasizes SCHOLARLY INQUIRY and its relationship to meaningful initiatives, namely instructional innovations, intensive clinical preparation, evidence-based practice, and community connections. As well, the plan highlights how the initiatives inform, support, and benefit each other. Similar to Boyer's model (1990), this strategic plan encourages our students to view themselves as teacher-scholars who value crossing from basic to applied research while addressing the deep complexities of present-day practice. As Boyer and others have espoused, this expanded view of university scholarly work and intellectual rigor honors peer review, the scholarship of teaching model, and knowledge dissemination.



Instructional Innovations: This initiative encourages well-established and effective teaching strategies that are based upon face-to-face instruction, often in smaller seminar-type classes. The LCOE welcomes experimentation with new technological tools and alternative teaching modes.

Goals:

1. Experiment with cross-departmental and interdisciplinary teaching that bring together students from more than one program or department in meaningful collaborative learning experiences.
2. Adopt technological tools that will allow for asynchronous supervision of clinical experiences via captured or streaming video.
3. Create teaching and learning spaces that allow for “flipped” teaching or other student-centered, “hands-on” experiences that require students to apply theoretical understandings to complex problems of practice.

Investments:

1. Annual grant funding for curriculum and teaching innovations.

2. Acquiring new technology tools (hardware, software, and web-based services) for teaching and learning and refreshing already purchased tools.
3. Providing faculty professional development in new technology tools via in-College technology experts.
4. Ensuring that Sweeney Hall rooms utilize mobile furniture and varied technology tools.

Evidence-Based Practices: This initiative means that our students and faculty are encouraged to collect and measure data about educational practices that support student learning. This initiative also supports the College's ability to meet California Commission on Teacher Credentialing (CCTC) teacher preparation requirements, as well as the requirements of professional accreditation bodies.

Goals:

1. Design and implement transparent departmental assessment activities to measure student outcomes and inform program improvement and curricular initiatives.
2. Standardize the processes for collecting, analyzing and reporting credential data for the CCTC.
3. Conduct semi-annual department and program review retreats to discuss a) student-outcome data, b) programs improvement, and c) additional needed resources.
4. Conduct periodic surveys of LCOE graduates regarding their degree satisfaction, employment, and suggestions for continued program improvement.
5. Support the development of department level promotion and tenure guidelines to delineate the field-specific scholarly achievement.

Investments:

1. Funding scholarship of teaching and learning (SoTL) research activities via the College's grant opportunities.
2. Funding a .2 course release for a department assessment coordinator and providing as-needed course releases for accreditation self-study and coordination tasks.
3. Funding TaskStream and a TaskStream liaison to enable departments to collect assessment data.
4. Funding faculty to present their research papers at professional conferences.
5. Funding for faculty-student collaborative research projects, including student travel to professional conferences.
6. Funding faculty release-time or summer salary to support interdisciplinary and cross-departmental scholarship activities.
7. Funding new faculty recruitment, especially candidates who show scholarly potential.

Community Connections: This initiative addresses the College's commitment to enhancing the quality of life for children and families in our region across the lifespan. Within the campus itself, this happens via the SJSU preschool lab and Armstead speech-language-hearing clinic. The College's off-campus network includes our student-teachers, student-interns, and student externs, our pre-professional grant-funded training opportunities, and the faculty's frequent consultative and research involvement with area schools, facilities, hospitals, and agencies.

Goals:

1. Recruit additional educator candidates to serve the region, particularly counselor-educators, and general and special education teachers.
2. Develop a *Student Success Center* where students can learn about credential requirements, graduate programs, local school employment opportunities, interviewing skills, and resumes.
3. Maintain and increase student scholarships to ensure timely degree completion and enable student community-engagement projects.
4. Establish new and revised pathways (in collaboration with area school districts) that support the pursuit of teaching credentials by educational associates (paraprofessionals).
5. Develop a shared funding model (in collaboration with area school districts) that supports the increased demand for high quality interns.
6. Continue to provide professional development for area educators.

Investments:

1. Funding (via the Provost's office and external donors) to refurbish Sweeney Hall 107 as a *Student Success Center* to be completed by Fall 2016.
2. Funding for the *Impact Newsletter* and the Annual Scholarship Event as ways to steward and encourage donor gifts.
3. Release time and support for pre-professional federal training grants and professional development of teachers and administrators in area schools.
4. Funding (via a private donor) for the Summer, 2016 *Principals Institute*.

Intensive Clinical Preparation: This initiative focuses on field-based activities that enable students to experience the complexities of pedagogy in real-time activities. Such preparation is fostered by deep connections with community-based supervisors, quality student-teaching coordination efforts, co-teaching and mentoring models, and service-learning opportunities.

Goals:

1. Expand the general education co-teaching model to serve all students in the teaching credential programs.
2. Develop general-special education co-teaching models.

3. Foster deeper connections between the College and community field-experience sites to fully meet CCTC and accreditation requirements, via closely monitored and documented field experiences, and professional development for site-based supervisors, and collaborative partnerships between College faculty and the site supervisors.
4. Promote service-learning opportunities for undergraduate students.

Investments:

1. Funding for co-teaching models to be used in the Multiple Subject (MS), Single Subject (SS), and Education Specialist (ES) programs, including coordination assigned time and stipends for university supervisors and site-based supervisors during professional development seminars.
2. Funding for co-teaching scholarships in the MS and SS programs.
3. Providing assigned time for field placement coordinators to support standardization of field assignments and better tracking of field experiences.
4. Funding summer faculty to redesign curricula and field experience materials.
5. Maintaining low student-faculty ratios in programs requiring intensive supervision during clinical experiences.