# School of Education

# Strategic Plan
# 2018-2023

# School of Education Overview

One of two academic units within the College of Education and Psychology at The University of Texas at Tyler, the School of Education offers initial undergraduate teacher preparation degree programs, a post-baccalaureate initial teacher preparation program, and graduate degree programs in Curriculum & Instruction, Educational Leadership, Reading Education, and Special Education. Undergraduate degrees awarded include Bachelor of Science degrees in Interdisciplinary Studies; middle grades education in math, science, English/language arts, and social studies; and secondary education certifications in academic majors with minors in education. Graduate degrees awarded include Master of Education in Curriculum & Instruction, Educational Leadership with Principal and Superintendent Certification (post-Masters), Reading Education with Reading Specialist Certificate, Curriculum & Instruction with initial teacher certification (Grad Teach), and Special Education with an Educational Diagnostician Certificate.

As of 2019, SOE enrolls approximately 760 undergraduate and graduate students from Texas and surrounding states per year, as of 2017-2018, the School of Education employs 13 tenured faculty, seven tenure-track faculty, 35 field supervisors, and five professional support staff. In addition, a diverse group of adjunct instructors and part-time field supervisors support the instructional mission of the school. The University of Texas at Tyler is accredited by the Southern Association of College and Schools (SACS), and individual educator certification programs are accredited by the Texas Education Agency (TEA) and the State Board of Educator Certification (SBEC).

Recognized throughout the region, the School of Education produces outstanding classroom teachers, reading specialists, educational leadership professionals, educational diagnosticians, and curriculum and instruction specialists, a reputation that was earned through continuous improvement and change. Most education majors are hired before they graduate. Furthermore, master's degree program graduates have near 100% pass rates on state certification tests such as Reading Specialist, Educational Diagnostician, and Educational Leadership.

The School of Education is the home of three centers and a university laboratory school: The East Texas Center for School-Based Research and Instruction, the K-16 Literacy Center, the Ingenuity Center, and The University Academy. The K-16 Literacy Center is a non-profit educational unit to improve the quality of life of children and adults through literacy by engaging in literacy research, teaching, and service activities aimed at strengthening instruction and improving literacy achievement outcomes within the university, local area schools, and the East Texas community. The Ingenuity Center is component of the Texas Science, Technology, Engineering and Mathematics (T-STEM) Initiative engaged in research and development supports for schools and designed to prepare students to be "STEM College Ready" by improving the STEM preparation of teachers through research, professional development, curriculum development, and technical assistance. The East Texas Center for School-based Research & Instruction is an organized research and instruction unit with the College of Education and Psychology aimed at supporting center partners (area schools, institutions of higher education, and community organizations) in designing, implementing, and evaluating customized professional learning opportunities and initiatives. And, The University Academy, a public university charter school, serves as a laboratory school for the UT Tyler College of Education and Psychology incorporating STEM education into daily classroom instruction using project-based learning to better equip students with the 21st - century skills required to succeed in the future.

## A Brief History of the School of Education/College of Education & Psychology

The College of Education and Psychology was among the first of the colleges to be created when The University of Texas at Tyler was founded in 1971. The university was initially established as "Tyler State College" in 1971, and then renamed "Texas Eastern University" in 1975, before becoming a part of the University of Texas System in 1979. In 1974, certifications were offered in elementary and secondary education. In the year 2000, the name was changed to the College of Education and Psychology. In 2006, the Department of Education Leadership was added. Finally, the current School of Education was formed in 2008, housing programs in curriculum and instruction, reading, and early childhood education. The School of Education became at that time one of three units within the College of Education and Psychology, the other two being the Department of Psychology & Counseling, and the Department of Education Leadership. In 2017, the Department of Education Leadership merged with the School of Education. Currently, the College of Education and Psychology houses two units, the Department of Psychology & Counseling and the School of Education.

## School of Education Points of Pride

Playing an integral role in the lives of its students, the community, and the university, the School of Education:

1. is the home of three centers: The East Texas Center for School-Based Research and Instruction, The K-16 Literacy Center, and the Ingenuity Center.
2. is the home of the University Academy, a charter school where teachers collaborate with education faculty on education, professional development, and research.
3. has two endowed professorships representing literacy education and STEM education: The Anderson-Vukelja-Wright Endowed Chair in Literacy and the Sam and Celia Roosth Chair in STEM Education.
4. has an active research faculty publishing an average of 30 articles in refereed articles, 15 book chapters, and 3 books per year.
5. has a highly engaged faculty and staff reaching and impacting the lives of teachers, students, and community members through presentations, workshops, and other educational events.
6. faculty are consistently engaged in a myriad of research and service projects and initiatives supported by local, state, and national grants.
7. faculty serve in leadership positions through service on state, national, and international organizations. Examples include, but are not limited to:
   a. Literacy Research Association
   b. National Council of Teachers of English Standing Committee Against Censorship
   c. Texas Council for Social Studies
   d. Texas Higher Education Coordinating Board
   e. United Nations Educational, Scientific and Cultural Organization (UNESCO)
   f. Texas Council of Professors of Educational Administration
   g. Council for Educational Diagnostic Services
   h. Teachers for a Better Belize
   i. GLOBE Program Partnership

j. American Educational Research Association
k. Texas Women School Executives Association
l. International Council of Associations for Science Education (ICASE)
8. faculty serve as editors or co-editors of the following journals.
   a. *School Leadership Review*
   b. *Journal Diversity, Social Justice, and the Educational Leader*
   c. *Journal of Texas Women Executives*
   d. *The EDLR Practitioner*
   e. *Journal of English Learner Education*
9. has a robust presence within the university, the state, and nation with several of its faculty winning prestigious local, state and national awards for teaching, research, and service. Recent awards include, but are not limited to:
   a. American Association of Colleges for Teacher Education (AACTE) Outstanding Book Award (2013)
   b. International Literacy Association John C. Manning Public School Service Award (2014)
   c. Jack and Dorothy Faye White Fellowship for Teaching Excellence Award (2013)
   d. President's Outstanding Service award (2018)
   e. President's Scholarly Achievement award (2018)
   f. Regents' Outstanding Teaching Award (2016)
   g. Kappa Delta Pi Teacher of the Year (2018)
   h. Texas Council of Professors of Educational Administration *Advocate of the Year* Award (2017)
   i. Texas Council of Professors of Educational Administration *Researcher of the Year* Award (2015)

**School of Education: Vision, Mission, and Goals**

**Vision:** Become a leading Educator Preparation Program in East Texas and beyond.

**Mission**: Prepare the next generation of educators for the ever-increasing demands of a diverse, complex, and changing world by engaging students in high-impact teaching, research, and service opportunities shaped to advance the educational, economic, technological, and public interests of East Texas and beyond.

**Core Values:** As teachers, scholars, and community members, we champion the core values of respect, responsibility, teamwork, collaboration, and excellence.
- *Respect*. We value, support, promote and encourage diversity, equity, acceptance, and community.
- *Responsibility*. We take seriously our charge for making a difference in teaching, service, and research and promoting educational equity and access.
- *Teamwork*. We encourage and value interdisciplinary and collaborative endeavors, within and outside of our college, institution, state, and beyond.
- *Excellence*. We are committed to continuous improvement in our teaching, service and scholarship that promote excellence.

**Goals:** The goals of the School of Education, which are consistent with the College of Education and Psychology Vision 2025 and the University of Texas at Tyler's Strategic Plan, are designed to advance the school's mission and vision in dynamic and constructive ways.

**Goal One:** Foster rigorous academic programs that are competitive with similar programs around the state and nation. Student Success

Strategies to support measurable progress toward this goal:
1. Utilize learning management systems which support high-impact teaching, scholarship, and community outreach.
2. Design new graduate programs or specialization areas commensurate with pressing educational needs.
3. Provide ongoing programmatic modifications/redesign of undergraduate initial teacher preparation programs in the EC-6 and Secondary/All-Level programs to ensure students are provided with knowledge and skills needed for success.
4. Provide targeted academic interventions for students in need of academic supports.
5. Implement mechanisms and policies to reward faculty who consistently demonstrate excellence in teaching, research, and service.

**Goal Two:** Create a supportive environment that fosters a connection to the university through engagement with academic and extracurricular activities. Student Engagement

Strategies to support measurable progress toward this goal:
1. Strengthen opportunities for students to attend and present at conferences designed to promote the development of undergraduate/graduate research and professional competencies.
2. Establish learning communities to assist students in building social connections and a sense of community through structured academic and social activities.
3. Expand work and study areas to provide learners with dedicated, technology-rich spaces to support active and collaborative learning that can occur outside of standard class meetings.
4. Leverage social media to disseminate information about academic and extracurricular activities.

**Goal Three:** Strengthen scholarship quality, productivity, and impact. Research and Scholarship

Strategies to support measurable progress toward this goal:
1. Establish a culture of research supported by a flexible infrastructure responsive to faculty and student research needs.
2. Develop systems to provide increased access to K-16 students and other populations of interest in various settings for research that investigates the determinants of student success.
3. Strengthen undergraduate research by providing structured opportunities for students to work with faculty members on research projects.
4. Expand programming designed to support faculty in their efforts to secure internal and external grant funding.
5. Increase funding to support the recruitment of research participants, the presentation of scholarship at regional, national, and international conferences, and the publication of scholarly works.
6. Implement mechanisms and policies to reward faculty who consistently demonstrate excellence in scholarship.
7. Acquire and purposefully redesign building space to support faculty research.

**Goal Four:** Leverage the School of Education's intellectual capital to address the needs of East Texas schools and the larger educational community. Community Engagement

Strategies to support measurable progress toward this goal:

1. Mobilize and empower the three SOE centers to advance the core mission, vision, and goals of the School of Education through intentional faculty and staff team-work and collaboration.
2. Intensify ongoing work with partner schools and districts to help strengthen instructional practices and improve academic achievements and outcomes, particularly in high needs areas.
3. Increase student involvement in targeted academic interventions support provided to local schools.
4. Expand faculty efforts to provide professional development to K - 12 educators in Belize.
5. Implement mechanisms and policies to reward faculty who consistently demonstrate a commitment to excellence in community, departmental, and university service.