

**RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT**

**REVISED STRATEGIC PLAN
2009-2014**

INTRODUCTION

The Feinstein School of Education and Human Development is one of the five schools of Rhode Island College. The Feinstein School has a long history of preparing teachers and other helping professionals to meet the needs of the State of Rhode Island. In a time of enormous change in the preparation of teachers and other helping professionals, the Feinstein School administrators and faculty members must engage in continual planning and renewal activities to maintain a reputation of excellence, establish quality processes for preparing teachers, contribute to the knowledge bases of teacher education and the service professions, and address the ever-changing needs of the Feinstein School constituencies.

In one year, the educational climate in Rhode Island has changed drastically. Changes in education will continue to occur as the Governor calls for job furloughs, student tuition increases lead to fewer students, limits on hiring faculty are imposed, grant and grant money awarded to RIC increases, and similar actions.

Previously, the Feinstein School of Education and Human Development relied on the College to take specific actions to plan, develop, and implement strategic plans for the operation of the Feinstein School. The Feinstein School administrators and faculty members never developed or operated under the goals, strategies, and action plans of a strategic plan they created. As the leader in Rhode Island in the preparation of both pre-service and in-service teachers, as well as needing to take distinct actions to enhance the Feinstein School's abilities to address professional activity obligations, including research and providing professional services to our numerous constituencies, the Feinstein School administrators, faculty members, and staff must continually plan and execute a forward looking, accurate and appropriate strategic plan. Such a plan should be viable, practical, attainable, and exciting.

THE STRATEGIC PLANNING COMMITTEE (SPC)

The Interim Dean of the Feinstein School of Education and Human Development established a Strategic Plan Committee (SPC) in December 2007. Seven faculty members and one individual from the Interim Dean's staff were appointed to the SPC. Each of the five departments were represented on the SPC. Two departments, Educational Studies and Elementary Education were represented by two individuals. Two representatives were designated from the two departments because of the large number of faculty members residing within each department. The Interim Dean did not serve on the SPC.

Names of individual faculty members to serve on the SPC were recommended by the department chairs. Before appointing each faculty member to the SPC, the Interim Dean interviewed each of the faculty members recommended. The Interim Dean appointed seven faculty representatives, as well as appointing the Associate Dean for Teacher Education, to serve on the SPC.

Just before the December holiday break, the Interim Dean held a meeting with the SPC members to provide them with information about the process of strategic planning, distribute reading materials about the strategic planning process, provide existing documents relevant to the operation of the Feinstein School, and read and distribute a charge to the SPC members. The charge included a request to elect a chair of the SPC and to deliver a report to the Interim Dean by the end of the spring semester 2008. The SPC members elected Lesley Bogad as the chair of SPC.

The SPC met throughout the spring semester 2008. They met at least once per week and during many weeks they met multiple times. Additionally, the SPC sought input from FSEHD faculty members. In early April 2008, the SPC presented a draft of their efforts at a FSEHD faculty meeting. After that meeting, the SPC members revised their draft to reflect input from faculty

members participating in the FSEHD faculty meeting. In late May 2008, Lesley Bogad delivered to the Interim Dean a report of the SPC efforts to create a FSEHD strategic plan.

The content of the initial report from the SPC was comprehensive. The final report that was delivered, however, was not a strategic plan in the strict sense of a strategic plan. What the SPC members did provide was an organization for creating goals, strategies, and action steps to create a strategic plan. The original document submitted by SPC was expanded, rearranged, rephrased, and refined.

During 2008-2009, the SPC continued to meet as a Feinstein School Standing Committee. Lesley Bogad continued as the chair of the SPC. One of the representatives from the Department of Elementary Education resigned as a representative to the SPC. The Elementary Education representative was not replaced in 2008-2009 but in 2009-2010 a second representative from the Department of Elementary Education will be asked to serve on the SPC.

The current iteration of the FSEHD Strategic Plan reflects the work of the SPC during the 2008-2009 academic year. The SPC has identified a new goal to be added to the Strategic Plan. That goal was presented to the FSEHD faculty members at a faculty meeting held in April 2009. Additionally, the SPC identified specific strategies to accomplish the new goal. Actions have been identified to accomplish the new goal. Also action items have been added to existing goals to reflect the process of continual planning. Implementers of actions, dates of completion, and actions completed during the 2008-2009 academic year have been included in the Strategic Plan.

MEETING PUBLIC NEEDS AND PERPETUATING CORE VALUES

In 1854, the State of Rhode Island established the Rhode Island State Normal School with the specific goal to provide teacher preparation to young people from Rhode Island. With the dedication of a new building in 1898, the State Normal School began to evolve into a teacher's college, the Rhode Island College of Education. An expansion of the purpose of the College resulted in a change of name to Rhode Island College in 1959. In 1997, Alan Shawn Feinstein endowed the Rhode Island College School of Education and the School was renamed the Feinstein School of Education and Human Development.

The Feinstein School has enhanced the quality of life in countless homes and communities throughout Rhode Island and in neighboring states. The School adds teaching, research, and professional development and service in education, the arts, and human services to the College's intellectual, social, economic, environmental, and cultural contributions. The School's efforts to meet the needs of individual students and whole communities are rooted in the College's tradition of identifying and scrutinizing ideas in an unending search for truth.

Periodically, a public institution, like the Feinstein School, must reassess its capacity to fulfill its mission and to rethink the direction of its development as it accomplishes goals and/or environmental conditions change and affect the continuing operation of the institution. The present time appears to be an appropriate time for academic departments and administrative support units, as well as individual faculty, staff, and students, to think about how to strengthen the Feinstein School's capacity to contribute to the academic programs, to contribute to the students' professional growth and to address the educational needs of the communities the Feinstein School serves.

Since January 2008, the Feinstein School SPC has solicited the views of faculty, staff, and some external constituents about the School's core purposes (mission statement), its basic aims (vision statement), and desirable directions for future development (goals and strategies). From numerous sources the SPC developed some broadly stated strategic goals that may help departments and administrative units to achieve the FSEHD mission and advance department visions. Additionally, the strategic goals may provide a framework to explain collectively perceived needs and provide specific directions for the development of individual departments, support units, and the entire Feinstein School. There is optimism that the strategic plan will provide departments and administrative units with important channels for communicating and exchanging information and viewpoints with others about issues affecting the Feinstein School. There is an anticipation

that the strategic plan may also provide a framework for interdisciplinary and cross-functional groups to work together to identify what needs to be done, by whom, when, and how success can be measured through School-wide planning. Collaboration with entities inside and outside of Rhode Island College is essential to the continued progress of the Feinstein School. The strategic plan may also serve as a means to communicate the needs of the School, and demonstrate the extent that the plan is aligned with the aims of the campus strategic plan. The strategic plan provides an opportunity to identify and designate resources to advance the plan. There is anticipation that a visible, viable School-wide strategic plan will be continually compared with existing needs and realities and the plan will be amended as necessary. A strategic plan must be a living document.

The content of the Strategic Report consists of: 1) a brief overview of strengths and opportunities; 2) statements about current challenges; 3) the Feinstein School Mission Statement and 4) vision statements. The final section of the Feinstein School Strategic plan contains the goals, strategies and action statements. Newly added items have been highlighted throughout the Strategic Plan.

STRENGTHS AND OPPORTUNITIES

Throughout the years the Feinstein School of Education and Human Development has managed to develop some very significant areas of strength. Additionally, the current environment creates opportunities to move the Feinstein School forward. The following is brief list and description of the School's strengths.

Excellence in Preparing Teachers

Rhode Island College has a long history of preparing teachers and is recognized for its strong teacher preparation programs at both the undergraduate and graduate levels. In addition, Rhode Island College has possessed National Council for the Accreditation of Teacher Education (NCATE) accreditation continuously since 1954. This national accreditation is a distinguished accomplishment attained by only one other institution of higher education in Rhode Island. Also, the Rhode Island Department of Education, in October 2007, approved Rhode Island College's teacher education programs and the helping professionals preparation programs for four years. Many of Rhode Island's school superintendents are vocal and use positive language to describe the high quality teachers who are prepared in the Rhode Island College teacher education programs. Employers seek our graduates.

Outstanding Faculty

The Feinstein School of Education and Human Development has excellent faculty members who give selflessly of their knowledge, time, and professional expertise to teach, assist, and advise students. FSEHD faculty members work together to develop excellent academic programs and wonderful opportunities for students to engage in enhanced learning activities. Many FSEHD faculty members have a continuing line of research that they pursue, while still other FSEHD faculty members actively engage in grant writing and grant acquisition. During 2008-2009, 6.5% of FSEHD faculty members were principal investigators on grants. Some FSEHD faculty members offer service and professional development experiences to numerous school districts and teachers in Rhode Island.

Collaboration and Partnerships

The Feinstein School of Education and Human Development faculty members have a strong commitment and an outstanding record of collaborating with faculty in other schools as well as developing partnerships with teaching colleagues in public and private elementary, middle, and secondary schools. On campus, approximately sixteen Feinstein School faculty members have joint appointments in departments within the Faculty of Arts and Sciences or School of Management. Faculty members in the Department of Counseling, Educational Leadership, and School Psychology have extensive partnerships and collaboration activities with many social and human resource agencies throughout Rhode Island. The Feinstein School has twenty-eight contracts with school districts throughout Rhode Island where student teacher candidates are placed. Several faculty members have developed special personal relationships with specific schools to enhance teachers'

professional development and student learning. The Feinstein School is participating in a Teachers' Academy at Mount Pleasant High School where juniors and seniors take college courses prior to receiving their high school diploma. The newly funded STEM Center offers the Feinstein School opportunities to expand collaborative relationships within and outside of the College. Grants obtained by the personnel at the Sherlock Center assist children, schools, and communities.

Highly Recognized Specialized Programs

Several graduate programs housed in the Feinstein School have received national and state recognition. The Counseling program has received high praise and recognition from the graduates they prepare. These helping professionals are valued for their knowledge and the experiences they bring to professional settings, and they are sought after by organizations offering assistance to individuals who struggle within society. Candidates graduating from the School Psychology Program and the Reading Program have highly valued skills and experiences which school districts seek. The School Psychology Program is nationally recognized by the National Association of School Psychologists. Additionally, the Reading Program is nationally recognized by the International Reading Association. Many urban school districts in Rhode Island seek the expertise of the faculty members working in the Teaching English as a Second Language (TESL) Program. Schools and school districts seek the skills and expertise of candidates prepared to use TESL techniques and strategies.

CURRENT CHALLENGES

Rhode Island College and specifically the Feinstein School of Education and Human Development face some daunting, but not insurmountable challenges. The strategic plan is not only a means to meet the challenges, but the plan provides direction for moving beyond the challenges to create future opportunities to excel as an institution preparing teachers, administrators, and helping professionals to be successful in the community. The successes of teachers and helping professionals lead to a better and more productive society.

Working in Urban Settings

Becoming more visible and effective in urban settings by reaching out to urban schools to offer FSEHD assistance to them as they deal with the social complexities facing urban schools and urban students is one area that offers the Feinstein School an enormous challenge. Although the Feinstein School and its faculty members do have a presence in a few urban schools, the Feinstein School administrators and faculty members need to expand their presence in a variety of urban settings. FSEHD faculty members need to embrace the challenge to work as partners with teachers and students in urban schools, especially those teachers and students who reside and work in middle schools and high schools.

Science Technology, Engineering, Mathematics (STEM)

Although the Governor of Rhode Island provided Rhode Island College with \$4.5 million to establish a STEM Center to serve the State, efforts to establish the Center have been stymied by political bureaucracy, design missteps, and a general inaction. The Feinstein School needs to do better! FSEHD faculty members need more and extended preparation to learn how to use current technology in their own classrooms to enhance student learning as well as how to teach students to infuse the use of technology in classrooms where the students will become teachers. Some steps have been taken, but more positive steps are needed if the STEM Center is to flourish. Professional development activities in mathematics and science that rely on the use of technology need to be developed. Methods to deliver the activities to practicing teachers need to be developed. More direct connections with schools in the areas of science, mathematics, and technology must be made. Delivery of STEM curriculum materials to practicing teachers should enhance the productivity of the State.

Professional Development

The administrators of the Feinstein School need to develop a process for faculty members to deliver

professional development to teachers working in the schools. A means for ascertaining what teachers need most in terms of professional development must first be developed. Currently, some professional development is ongoing. More professional development needs to be developed and offered to the teachers based upon the teachers' needs. Methods and processes for delivering the professional development also need to be defined as well. Technology provides opportunities to deliver the professional development to expand the horizons and skill levels of teachers and their students alike.

Budget

The shrinking Feinstein School budget means that alternative sources of financing what the FSEHD faculty members value most must be discovered or created. Faculty members need to be encouraged and supported to investigate and write grants to supplement the budget exigency. Identifying individuals and corporations who value the Feinstein School and education need to be located and contacted. The Feinstein School administrators and faculty members must work together to identify graduates who are willing to donate money to educational enterprises. The FSEHD must become more entrepreneurial as it moves forward creating opportunities for success.

Educational Leadership

In Rhode Island, educational leadership appears to be stagnant. In actuality, there appear to be few, if any, opportunities in Rhode Island for practicing principals and superintendents to engage in professional development activities. Additionally, there are few opportunities for teachers, who want to remain in the classroom, but engage in school leadership activities, to develop their leadership skills. A challenge for Rhode Island College and the Feinstein School is to develop an educational leadership academy to assist sitting principals and superintendents with their professional development. There is also a need to create a curriculum and a certificate program that would assist teachers to develop the skills and knowledge necessary to assume leadership roles in their schools.

Technology

In order to take advantage of the rapid growth in technology and the advancements in the area of information technology, ways need to be found to eliminate the barriers to increased use of technologies that make it possible for the Feinstein School faculty members not only to serve themselves better but to improve their service to their multiple constituencies. Without the development of the faculty members' technological skills and the faculty members' enhanced use of information technology sources, it becomes more difficult to be involved in the professional development of teachers across Rhode Island. Using technology can only enhance the capabilities of teachers, students, helping professionals, and their clients.

Communication

All types of communication, among faculty members, within departments, among leaders, and between leaders and the faculty members they serve, and between the Feinstein School and its constituencies, must be improved. Efforts need to be expended by all parties to make communication a cornerstone for the improvement of the Feinstein School culture. For too long, communication has been minimal to non-existent within the School. The transparency of actions and motives has been missing. Only through open and honest communication can trust between all parties be developed. Positive actions must be enacted to improve communication so as to take full advantage of opportunities that arise that allows the organization to move forward in accomplishing its specific mission. Only through communication can the administrators and faculty members come to learn about the needs of others and their own needs. Only with communication can the Feinstein School reach its potential to enhance its standing as a superior school for the preparation of teachers and helping professionals. Only through communication can those who disparage the faculty members, the programs offered, and the students who are taught and graduate, be disarmed. The faculty members, the department chairs, the Dean's staff, and the Dean need to work together to improve the communication that presently exists with each other in order to build trust and provide direction for enhancing all elements of the Feinstein School.

THE 2008-2013 STRATEGIC PLAN

A strategic plan is a dynamic, living document that changes as new goals and strategies are periodically added. A strategic plan must not be static and unchanging. A strategic plan contains a set of ideas that are responsive to the mission, justified needs, and changes affecting an organization and its constituents. As administrators, faculty, and students engage in strategic actions new ideas emerge, additional strategies are identified for achieving the goals, and new actions are undertaken to achieve the goals.

The Feinstein School of Education and Human Development Strategic Plan helps to focus attention on activities that are central to the School's mission and activities that are meaningful to the School's administrators, faculty members, students, and partners. The FSEHD Strategic Plan creates a context to review existing activities and facilitates continuous organizational awareness and learning. The Strategic Plan should help faculty and staff members understand the School's capabilities and where adjustments must be made. The Strategic Plan is a guide for the organization and a source of valuable information for the School's leaders. The Strategic Plan helps the FSEHD administrators and faculty members, at any given point in time, to identify how close the School is to achieving its goals.

The FSEHD Strategic Plan reflects the School's mission statement, but incorporates consideration of the College's mission statement and strategic plan. One of the comments from the SPC members is that the strategic plan must stimulate thinking among faculty and staff members and to provide FSEHD administrators, faculty members, and SPC members a framework for the generation of further goals and strategies as well as action plans to be taken during the next five years. That is, once an action, or strategy, or goal has been accomplished new actions, strategies, and goals are to be generated to continue the process of creating opportunities to move FSEHD forward.

Table I in the appendix provides much detail about each of the goals, strategies, action plans, individuals responsible for the implementation of the action plans and a timeframe for when the action plans and goals are to be accomplished.

Mission Statement

The mission of the Feinstein School of Education and Human Development (FSEHD) is to prepare education and human service professionals with the knowledge, skills, and dispositions to promote student learning and development. Building on extensive field experiences, the School develops reflective practitioners who model lifelong learning, technological competence, and collaboration. The FSEHD is committed to facilitating excellence through equity, diversity and social advocacy.

Vision Elements

The goals identified in the content of the Strategic Plan provide a foundation for the identification of a vision of the Feinstein School of Education and Human Development.

- Create an efficient and effective organization in the Feinstein School of Education and Human Development.

- Improve and enhance the continuity of academic programs.

- Create, encourage, and support a collaborative environment within the Feinstein School of Education and Human Development.

- Develop and foster relationships and communication with education and community partners.

- Create an atmosphere and an environment of inclusiveness and cultural competence.

GOALS AND STRATEGIES

The goals and strategies have their foundation in the mission of the Feinstein School of Education and Human Development. The work of the SPC was crucial in the development of the goals and strategies. Faculty members' input assisted the SPC. The goals and strategies provide the impetus

to engage in actions to complete the FSEHD efforts to establish a working document that leads to the future success of the Feinstein School of Education and Human Development.

GOAL 1: CREATE AN EFFICIENT AND EFFECTIVE ORGANIZATION IN THE FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Create an efficient and effective organization that contributes to faculty member and student understanding of the organization and enhances the production of the faculty members and students.

Strategy 1.1: Make visible, accessible and transparent to all faculty members information necessary to negotiate the institutional structure of the Feinstein School of Education and Human Development.

- Provide faculty members with documents that describe the specific programs and operations of FSEHD.
- Create a superior technological communication system to communicate with faculty members and students about the unit and its programs.
- Revise and keep current the FSEHD web pages.

Strategy 1.2: Develop a culture of fundamental values of leadership that are infused throughout FSEHD.

- Develop and implement a program of continuous professional development focusing on leadership for the department chairs.
- Develop and implement a plan to identify and prepare individuals to become future leaders in FSEHD and the College.
- Create and fill the position of Coordinator of Technology
- Create a position description and seek permission to advertise and hire an Assistant Dean for Partnerships and Placements.
- Seek permission to advertise for, interview, and hire an Associate Dean for Graduate Programs.

Strategy 1.3: Identify improvements needed to be made to FSEHD facilities and implement a plan to make gradual improvements to reflect teaching, learning and environmental needs.

- Solicit from FSEHD faculty members a list of improvements to be made to Horace Mann Hall and the CEP facilities.
- Discuss with the Vice President for Finance a plan to address the list of improvements and prioritize the improvements for Horace Mann Hall and the CEP facilities.
- Identify funds and allocate the funds to make the prioritized improvements to Horace Mann Hall and the CEP facilities.

Strategy 1.4: Develop and implement a master plan to initiate an aggressive publicity and public relations operation within FSEHD.

- Create a FSEHD Advisory Board.
- Enhance the role of the Rhode Island College Education Alumni Association.
- Support the promotion and marketability of select FSEHD graduate academic programs.
- Create a forum to publicize FSEHD faculty members' accomplishments in teaching, research, grant writing, service, etc.

GOAL 2: IMPROVE AND ENHANCE THE CONTINUITY OF ACADEMIC PROGRAMS

Develop assessments, advising processes of implementation and other procedures that allow for the improvement and enhancement of the continuity of all FSEHD academic programs.

Strategy 2.1: Refine the FSEHD assessment system to enable program faculty members to identify strong and struggling candidates.

- Revise current unit and academic program goals to reflect a coherent set of goals that bring the unit SPA, NCATE, and RIDE standards together.
- Revise unit undergraduate and graduate assessment instruments to reflect unit goals.
- Create and/or revise program assessment instruments to reflect the goals of each academic program.
- Create a scoring rubric for each unit and program assessment.
- Conduct discussions each semester within departments and programs about shared learning expectations.

Strategy 2.2: Create FSEHD guidelines for universal advising including guidelines for the inclusion of intended major students.

- Create clear specific paper and electronic materials to share with and advise students.
- Make known on each course syllabus that each FSEHD candidate is required to use his/her RIC email account to receive and disseminate information.
- Create in each department a representative Student Advisory Board to provide input on policy, procedures, and practices.

Strategy 2.3: Establish a program for faculty members to engage in assessment data analysis and interpretation at the program and individual course levels.

- Assist each FSEHD faculty member to implement the Chalk and Wire data management system.
- Engage in and provide analyses of unit data to chairs and program coordinators in order to make improvements to each academic program.
- Engage in analyzes of program data and make improvements to the program based upon the data.

Strategy 2.4: Engage in a continual review of current undergraduate and graduate programs and make appropriate changes and adaptations to provide students with the best instruction possible.

- Make changes to the current Ph.D program to reflect work completed on the sixteen conclusions of the NEASC report.
- Enact changes to the student teaching and student teaching seminar to reflect full course load for student teachers.
- Make changes to all program curricula areas to reflect current information, research, and best practices.

Strategy 2.5: Create new graduate certificate programs in specific needed areas.

- Identify graduate academic areas that would benefit from the development of certificate programs.
- Submit for Graduate Committee and Curriculum Committee approval new certificate graduate programs.

GOAL 3: CREATE, ENCOURAGE, AND SUPPORT A COLLABORATIVE ENVIRONMENT WITHIN THE FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Work to create collaborative environments and positive working relationships within programs, departments, and the FSEHD administration.

Strategy 3.1: Develop and foster a climate of community within FSEHD.

- Continue to expand the Dean's Research Colloquium.

- Develop and implement a program of professional development based on a Dean's Lecture Series.
- Develop and implement a research grant program for faculty and students to work on research activities together.
- Encourage and support the formation of team-teaching teams both within and across departments.
- Create a system to equalize the distribution of credits for team-teaching teams.
- Create a joint faculty committee (Feinstein & Henry Barnard School, HBS) to explore opportunities to develop ongoing, vibrant relationship[s] with HBS.
- Make changes to the procedures, such as searching, appointing, evaluating, granting tenure and promotion, granting sabbatical leaves, governing the joint appointed faculty members to meet the current needs of FSEHD.
- Develop, foster, and enhance opportunities for joint faculty (Feinstein & HBS) relationships and projects.
- Support faculty members to seek grants and contracts.

Strategy 3.2: Identify, discuss, and practice teaching and learning best practices in each academic program.

- Continue to sponsor and support the Promising Practices Conference.
- Engage faculty members in enhanced discussions of teaching and learning goals at a minimum of two FSEHD all faculty meeting each academic year.
- Engaged in enhanced discussions of teaching and learning goals, successes and struggles, during department meetings.
- Support the further development and expansion of the STEM Center activities.

Strategy 3.3: Establish programs to guide and support junior faculty members in FSEHD.

- Continue to sponsor the Dean's New Faculty Orientation Program
- Create and implement a faculty mentor program for new faculty members.
- Provide promotion, tenure, and sabbatical leave workshops for FSEHD faculty members.

Strategy 3.4: Enhance communication of faculty members within and between departments and programs.

- Resume and enhance the operation of the inter-department academic programs work groups.
- Provide FSEHD faculty members and the VPAA with minutes of each Dean's Leadership Committee meeting.
- Provide minutes to department faculty members, adjunct faculty members and the Dean of each department meeting.
- Provide department faculty members with the department's annual report.
- Provide all FSEHD faculty members with the Feinstein School annual report.

GOAL 4: DEVELOP AND FOSTER RELATIONSHIPS AND COMMUNICATION WITH EDUCATION AND COMMUNITY PARTNERS

The FSEHD partnerships are crucial to the operation of FSEHD undergraduate and graduate academic programs. The FSEHD administrators and faculty members need to be devoted to developing, fostering and enhancing the relationships with all of the FSEHD community partners.

Strategy 4.1: Engage in proactive activities to influence educational policy at the state and regional levels.

- Redesign the operation of the Office of Partnerships and Placements.
- Actively participate on RIDE Committees.
- Actively participate on the Certification Policy Advisory Board.
- Continue membership in the New England Resource Center for Higher Education.

Strategy 4.2: Increase opportunities to foster active, vibrant relationships with partner entities, cooperating teachers, practicum teachers, and supervisors.

- Revitalize and encourage the operation of the FSEHD Partnership Committee.
- Develop and implement a program to support and enhance partnerships.
- Identify and provide professional development for cooperating teachers and supervisors.
- Support and expand the outreach and community service opportunities.

Strategy 4.3: Increase each academic program's academic partnership relationships.

- Identify with partners means to increase the value of the partnership.
- Conduct regular group meetings with cooperating teachers.
- Conduct regular group meetings with supervisors.

GOAL 5: CREATE AN ATMOSPHERE AND AN ENVIRONMENT OF INCLUSIVENESS AND CULTURAL COMPETENCE

FSEHD has a history of inclusiveness as shown in the Diversity Document created by the Diversity Committee and revised in 2006.

Strategy 5.1: Increase efforts to attract and hire faculty members from underrepresented groups.

- Create a program to advertise all vacant positions at historically black institutions, institutions with large minority populations, professional conferences, etc.
- Encourage and support the placement of vacant position advertisements in multicultural academic publications and at large national conferences.

Strategy 5.2: Develop and sustain a culturally competent culture and climate of FSEHD.

- Create a program to offer support to students facing personal challenges.
- Increase efforts to attract more urban high school graduates from underrepresented groups to enroll in FSEHD programs.
- Continue to support ALLIED.
- Develop and implement a plan to increase the retention of students from underrepresented groups.

GOAL 6: RECOGNIZE AND RESTORE THE ORIGINAL FUNCTIONS OF THE OBSERVATION SCHOOL (HBS) INsofar AS IT SERVICES FSEHD AND THE STATE OF RHODE ISLAND

Strategy 6.1: Create an environment that fosters interaction and communication within HBS, between HBS and the Feinstein School, and with HBS parents, students, and community entities.

- Create and implement a needs assessment survey to be distributed to faculty and parents.
- Provide minutes of HBS faculty meetings to the Feinstein School Dean and department chairs.
- Provide minutes of HBS Parent Group Meetings and minutes from the Parent Group Executive Board Meetings to the Dean.
- Include faculty from other Feinstein School departments on HBS standing committees as well as on ad hoc committees such as a new faculty search committees.
- Re-establish the HBS Advisory Board.

Strategy 6.2: Create, develop, test, and publish curriculum.

- Establish a HBS faculty committee to explore innovative ideas to organize the school

and instruction delivery, curriculum alternatives, student options, etc., and present the ideas to administrators, faculty and parents.

- Identify one or two curriculum areas, form faculty teams to focus attention on the areas and develop curriculum innovations in the areas.
- Provide support to the curriculum teams.
- Field test in more than one classroom and share new curriculum materials/organizations with faculty and other Feinstein School departments
- Field test new innovative curriculum materials in more than one classroom.

Strategy 6.3: Convert HBS to technology rich classrooms.

- Use HBS parents' technology fee to purchase appropriate school and classroom technology.
- Provide HBS teachers with instruction about how to use the new classroom technology.
- Encourage and support HBS faculty members to use technology in their teaching.
- Create opportunities for HBS faculty members to share their experiences using the new technology.
- Identify and support faculty members to apply for technology grants to support further innovation.

Strategy 6.4: Institute a teacher residency master's degree at Henry Barnard School.

- Identify procedures for recruiting and admitting full-time teacher residents to an academic program
- Identify and allocate funds to support 1-3 full-time teacher residents at a livable salary for one academic year.
- Identify and work with a Feinstein School academic program to provide coursework to the teacher residents over 18 months.
- Provide participating classroom teachers with professional development to participate in the teacher residency program.

Strategy 6.5: Institute an undergraduate internship program at Henry Barnard School while maintaining current practicum engagement.

- Develop procedures for identifying and selecting interns.
- Identify and use a funding source to support the internship students.
- Work with the Feinstein School Elementary Education Program to create an internship program.
- Identify and prepare current HBS classroom teachers to work in the internship program.

Strategy 6.6: Expand and enhance the HBS's interactions with children with disabilities and young children from multicultural environments.

- Create partnerships with the Department of Special Education, Teaching English as a Second Language Program and the Unity Center to expand and enhance abilities to work with children with disabilities and children from multicultural environments
- Provide HBS Teachers with professional development to enable the teachers to work with children with disabilities.
- Establish a set of procedures for recruiting and supporting children with disabilities and children from different cultural backgrounds and experiences.