School of Education Department Meeting

Friday, February 9, 2019

10:00 a.m., U-217

Present: Dr. Anne Angstrom, JoAnne Devine, Kathie DiLascio, David Koehler, Dr. Regina Miller, Laura Osgood, Dr. Joyce Rollins, Dr. Kelly Roy, Dr. Caroline Seefchak

I. The minutes of the January 11, 2019 School of Education Department Meeting: Joanne Devine moved to approve the minutes of the January 11, 2019 School of Education Department Meeting with the following corrections: III., d. remove "Kelly Roy will send out an email blast to all childcare centers to let them know about the event". XII. F., add, "Kelly Roy will send out an email blast to all childcare centers to let them know about the event." Kelly Roy seconded the motion. The minutes of the January 11, 2019 meeting were approved as amended and placed on Document Manager.

II. Faculty Recognition: Anne Angstrom thanked everyone for all their hard work over the past month.

III. Deans' Meeting Updates: Joyce Rollins

   a. COP regarding outside employment is being revised. If you are a full-time FSW employee and are employed elsewhere, you must notify your supervisor in writing so there is no crossover. You may not use College property for outside employment.
   b. Budgets: Joyce is reviewing the SoE budgets. She asked if you will need any supplies for next year to please give requests to Anne Angstrom (ELED) or Kelly Roy (ECE). Travel monies are also available. If you are interested in attending a conference for professional development, please give those requests to your supervisor.

IV. Practicum courses: Joyce Rollins asked for feedback to remove Health and Recreation and Ethics and Law courses and add 2.00 credits to Practicums. All agreed with these proposed changes. Joyce will move forward to propose changes.

V. Mini-A and Mini-B: Joyce Rollins proposed some courses be taught in mini semesters. Joyce Rollins and Anne Angstrom will look at which courses make sense to be taught this way. A Pilot Program for Fall is planned.

VI. 2019 Spring Commencement Speaker Recommendations: Joyce Rollins would like to send an ECE recommendation and two ELED recommendations to Dr. Davis. She asked faculty to

think about who they would like to recommend and to please ask the student if they are planning to attend Commencement.

VII.   Update to Catalog Language for "International or Diversity Focus Classes": Anne Angstrom read the new language. All agreed with the change.

VIII.   GK Prep Course: Anne Angstrom reported the attendance at the first Spring 2019 Prep Course was excellent. However, when she polled the class, most were not anywhere near being read to apply for the ELED Program. Possible changes were discussed: a placement test, put pre-requisite in that they must have taken the GKT at least once before being admitted to the prep course, limiting enrollment.

IX.   Teaching and Learning Across Cultural Strengths Symposium and Continued Diversity: Anne Angstrom distributed information received at the symposium she and Joyce Rollins attended. (Handout attached)

X.   Family Math Night: JoAnne Devine reported the event was very successful with mostly home school children and parents and some college professors and their children. She received positive feedback from all in attendance.

XI.   Author Event & Special SoE Master Class: Caroline Seefchak thanked everyone for their help and participation. The event was extremely successful.

XII.   Job Fair: In Elizabeth Perdomo's absence, Kathie DiLascio read the following report: The following counties will be represented at the Job Fair on Friday, March 29, 2019: Lee County, Glades County, Collier county, Hendry/DeSoto County, Charlotte County. Also in attendance will be Charter School USA and Babcock Ranch School. The City of Cape Coral Charter, Oasis Charter Middle School, declined to attend since they have no openings.

XIII.   Final Interns: In Elizabeth Perdomo's absence, Kathie DiLascio read the following report:

a. Fall 2018 stipends: $16,410.00
b. CT stipends for FSW Qualified: $1,090.00
c. Spring 2019 Placement Information:
    i. 42 final interns all placed within the month; 104 Foundation/Practicum students
    ii. 28 students placed during January 2019; 118 students placed at least one month prior to semester start date.
    iii. Laura Osgood relayed the question Liz had about having final interns do seminar during the day as opposed to at night. Joyce Rollins said it could be possible in the beginning of the semester, but once the students take over the classroom totally it would not be possible.

XIV.   SoE Alumni Event: Laura Osgood thanked everyone for their help and participation in the event taking place Saturday, February 9, 2019, 9:00 a.m. – 12:00 noon. She reported the teachers will receive a certificate for professional development credit, four basketball tickets each. KDE will be paying for the food.

XV.   FETC Report: Laura Osgood distributed a handout with her takeaways from the conference. (Handout attached)

XVI.   Enrollment Report: David Koehler reported the following:

a. Conducted 10 GKT Prep sessions.
b. Conducted 7 Advising sessions with BS ELED and AS ECE students.
c. Conducted 2 Recruiting sessions with prospective BS ELED students.
d. Working on recruiting spreadsheets for Summer 2019 and Fall 2019.
e. Conducted 1 Admit and Orientation session for Summer 2019.
f. Working with Laura for student participation in Hendry Glades and Collier County Open House events.
g. Completed all new IRP paperwork for Spring 2019 and sent out list.
h. Working on new GKT Prep class dates for Summer 2019.
i. Participating for the next 3 Fridays for Advising Kickoff.
j. Completed training for newly hired advisors.
k. Working on staffing for upcoming Transfer Fair in Collier County.
l. Starting SLS 1515 advising appointments.
m. Completed recruiting materials for lower division classes and planning visits.

XVII.   Committee Reports:

a. Curriculum Committee: Regina Miller reported the committee has approved two Italian courses.
b. Academic Standards: Anne Angstrom reported the committee will be continuing its review and revision of the Faculty Handbook. A statement is currently being drafted about faculty teaching their own children, and a link to a new video about the Academic Dishonesty Tracker will be embedded into the Handbook.
c. LAC: Caroline Seefchak reported
   i. Course Level assessment from Fall 2019 – data is available.
   ii. General Education Assessment – Engage and Visualize – is moving ahead. Rubric calibration teams will meet next week. Thank you to SoE faculty who contributed to this project.
   iii. LAC Newsletter, DataVersed, will be published next week. Look for it in your mailbox.
   iv. Reminder: Rubrics are available on the Gen Ed Assessment site, can be used in any form.
d. Provost Search Committee: Kelly Roy reported the field has been narrowed from 82 to 8-10 candidates for phone interviews (to be conducted on 2/15/19 between 8:00 a.m. – 12:00 noon). The News Press is attending all meetings and has requested all documents, which have been published.
e. Dean Search Committee: Kelly Roy reported the committee has not yet met. Application deadline is February 17, 2019.
f. General Education Advisory Council (GEAC): Kelly Roy reported on One Book, One College. There is potential for the first book to continue for two years. The committee reviewed and discussed the Diversity/Equity/Inclusion Initiative (PPT attached).
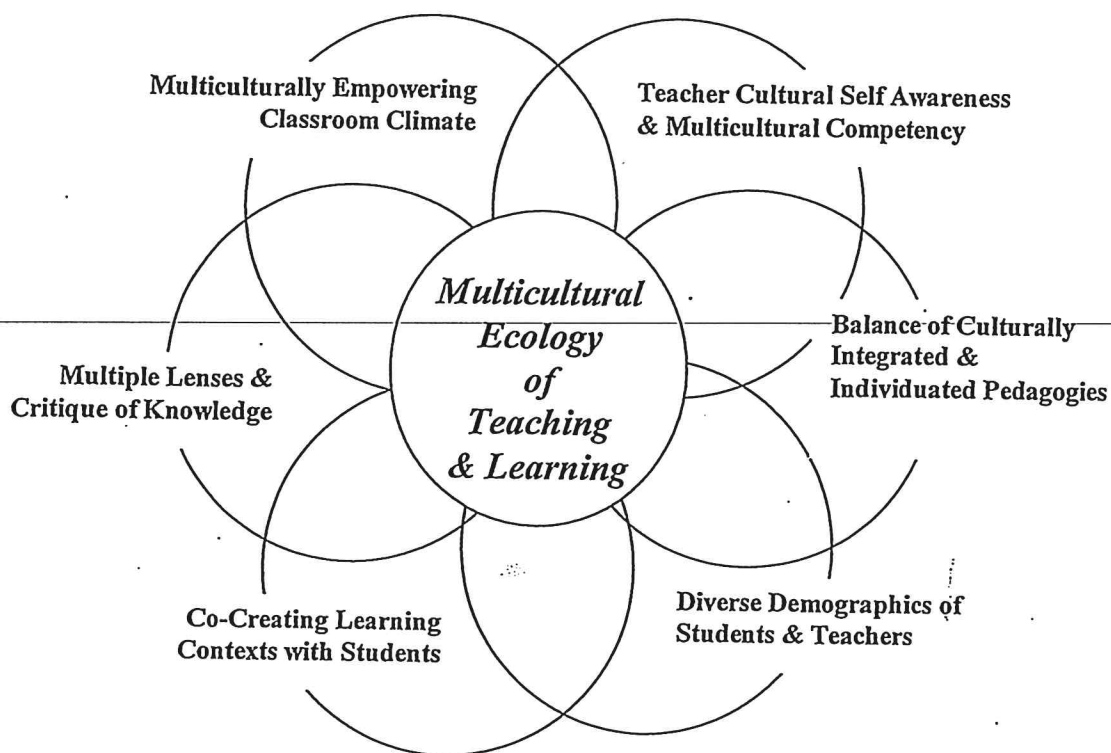
g. Academic Technology Committee: Kelly Roy reported survey results were reviewed regarding use of Proctorio. They also discussed the concept of a college-wide plan for the use of OERs.

h. Community of Practice in Instructional Technology: Kelly Roy reported February 11, 2019 at 2:30 p.m., "Using Socrative to Engage and Evaluate Students in the Classroom" in TLC.

i. Faculty Professional Development: JoAnne Devine distributed handout (attached) with new application guidelines.

j. Rank and Promotion Ad Hoc Committee: Kelly Roy reported everyone should have received a survey. They are currently researching systems in place across the state and beyond. Will review and develop a potential plan, faculty will vote on the plan or make no changes. The system will be phased in gradually.

XVIII. Adjunct Faculty Review Process: Kelly Roy reported the process is being revised.

XIX. SWFL TESOL Conference: Regina Miller distributed handout for inaugural conference on Saturday, March 30, 2019, 8:00 a.m. – 4:00 p.m., at FGCU. Tickets are $25.00 for general admission. If you would like to attend, Kathie DiLascio will assist you so the cost can be paid for by our budget. (Handout attached)

XX. Important Upcoming Dates:

a. SoE Alumni Celebration and PD Workshops, February 9, 2019, 9:00 a.m. – 12:00 noon, Thomas Edison Campus, U-102
b. Accelerated Pathways concurrent PD Days for DE Instructors:
    i. Collier: February 12, 2019, 12:00 noon – 3:30 p.m.
    ii. Lee: February 19, 2019, 12:00 – 3:30 p.m.
c. Finding Your Path to Success: February 27, 2019, 6:00 – 8:00 p.m.
d. SoE Pinning Ceremony: April 29, 2019, 7:00 p.m.
e. Spring Commencement: May 3, 2019, 10:00 a.m.

The next SoE Faculty/Staff meeting will be on Friday, March 15, 2019, 10:00 a.m., Room U-217.

The meeting was adjourned at 11:56 a.m.

/kdl

Multicultural Ecology of Teaching and Learning in College

Multicultural Ecology of Teaching & Learning

- Multiculturally Empowering Classroom Climate
- Teacher Cultural Self Awareness & Multicultural Competency
- Multiple Lenses & Critique of Knowledge
- Balance of Culturally Integrated & Individuated Pedagogies
- Co-Creating Learning Contexts with Students
- Diverse Demographics of Students & Teachers

From: Chávez, A. F. (2011). *Toward a multicultural ecology of teaching and learning: A critical review of theory & research. Journal of Excellence in College Teaching, 21* (4), 49-74.

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Cultural Frameworks in Teaching and Learning

Individuated		Integrated
*In a culturally **individuated** framework, a private compartmentalized, linear, contextually independent conception of the world is common, assumed, and valued.*	⟷	*In a culturally **integrated** framework, an interconnected, mutual, reflective cyclical, contextually dependent conception of the world is common, assumed, and valued*
Knowledge, individual competence, to move forward toward goals and the betterment of humanity	Purpose of Learning	Wisdom, betterment of the lives of those with whom we are connected - family, tribe, and community
Mind as primary, best, or only funnel of knowledge	Ways of Taking in and Processing Knowledge	Mind, Body, Spirit/Intuition, Reflection, Emotions, Relationships as important aspects and conduits of knowledge
Compartmentalized and separate; belief that understanding how the parts work separately, abstractly, and in isolation will lead to the greatest understanding	Interconnectedness of What is Being Learned	Contextualized and connected, belief that understanding how things affect each other within the whole, and within family and community will facilitate understanding
Learning is a private, individual activity; responsible for one's own learning so that family and others are not burdened	Responsibility for Learning	Learning is a collective, shared activity, Responsible for one's own as well as others' learning
Linear, task oriented, can be measured and used, to be on time shows respect	Time	Circular, seasonal, process oriented, dependent on relationships, to allow for enough time shows respect
Provider and Evaluator of Knowledge --- best perspectives and ways of learning, predetermined bounded learning; communication primarily between teacher and students	Role of the Teacher, Control	Facilitator of Learning Experiences -- multiple perspectives and ways of learning, emergent constructivist; wide variety of interactions between students, and between teacher and students
Others' perspectives are optional for learning. Primarily rely on verbal messages; individuals are paramount, predominantly verbal in both written and oral communications	Student Interactions	Others' perspectives and interpretations are important, even essential to learning. High use of nonverbals, collective as paramount, and multiple streams of communication
Learning by mastering abstract theory first, followed by testing. Unlikely to include application, experience, or doing in real life	Sequencing	Learning by doing, listening to others' experiences, imagining or experiencing first, then drawing out abstract theory

Chávez, A. F. & Longerbeam, S. D. (2016). *Teaching Across Cultural Strengths: A Guide to Balancing Integrated and Individuated Cultural Frameworks in College Teaching.* Sterling, VA: Stylus Publishing.

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Tips on Teaching through Natural Cultural Strengths

Hispano/Latino, Native, Northern European, and African American College Students

Though all students learn most effectively through a multiplicity of pedagogies across integrated and individuated cultural frameworks; some elements are especially important to learning naturally among specific populations because of the ways they are taught in their early lives.

Hispano/Latino College Students are more likely to learn naturally when the following are part of the learning process:

Learning by doing (application first, theory second)
Comparing and contrasting with peers, learning from peers & peer work
Starting with storytelling, examples, cases (the larger picture & the context)
Feeling cared about by the professor
When content is connected to their lives, families, cultures

Northern European College Students are more likely to learn naturally when the following are part of the learning process:

Learning by Reading and Lecture (theory first)
Linear Presentation of Content
Learning Objectives & Outcomes
Definitions & Classifications
Clear Expectations & Goals, Rubrics
Homework/Problem Sets
Exams and Papers
When content is connected to their lives

African American College Students are more likely to learn naturally when the following are part of the learning process:

Use of visual symbols, metaphor, story, rhythm, music
Time to make sense of things through discussion
Application to self, family, community, culture
Theory integrated with examples and application
Friendly competition, debate, humor
Very clear expectations, directions, communication
Rationale based in future goals and professions

Native American College Students are more likely to learn naturally when the following are part of the learning process:

Use of visual models, symbols, metaphor, drawings,
Time to make sense of things through visual or reflective means
Application to self, family, tribe
Time for reflection before discussion
Learning by Doing
Ongoing access to past learning materials (oral history)

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Top Twelve Things Faculty Can Do to Teach Across Cultures

Self-Reflect Culturally

Modify One Cultural Construct in Your Next Class Session

Talk with Three Students
from Different Cultural Origins
about How They Learn

Choose One Negative Assumption you have about Students
and Reevaluate Culturally then modify your Teaching

Have students evaluate their own ways of learning
using the Cultural Frameworks Model
– and facilitate a discussion in class about a variety of ways that might be
incorporated into the course

Share with Students the Value of Complex, Balanced Learning

Develop a New Way to Connect Subject Matter to Student Lives

Partner with Students

Make a Personal Connection with a Student

Develop an Innovative Way to Assess Student Learning

Consider the Rewards of Teaching Across Cultures

Collaborate Deeply Across Cultures with another Professor

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2019 FETC (Future of Education Technology Conference)

Workshops:

The Three Phases of Blended Learning

http://blendedlearningpd.com

https://www.dsdprofessionaldevelopment.com/blended-learning-blog

Key Takeaways:

Pace, Place & Path

Blended learning is when students learn at their own pace, in their own place, on their own path.

Phase 2 - Shifts the idea of teaching the same thing to all students to differentiating instruction by exploring the data to drive the mini-lessons, and focusing on the skills that the individual learner is ready to learn through independent practice and adaptive technology. The future-ready skills start to allow for choice and voice in projects that promote creativity, collaboration, communication, critical thinking, and connectedness.

Sprint to Phase 2 Video:

https://youtu.be/xSVPEftgr_0
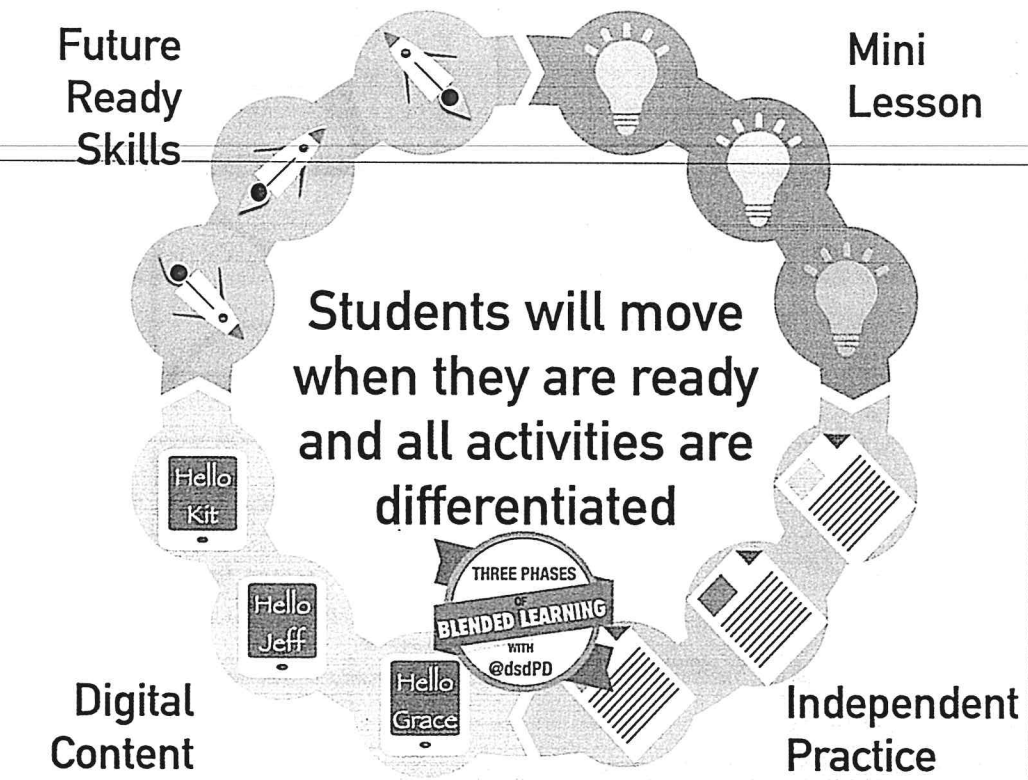
Sample Checklist – Students complete all activities to "unlock" the locked activity

Teacher has check-ins with all students each day as well as teaches all students the mini lesson. Calls groups of students back and those students stop what they are doing, then pick up where they left off on their checklist when they are done with the mini-lesson. Sometime the mini-lesson needs to be done before independent practice so a "ghost group" can be created (Vocabulary) and nobody starts at the independent station.

Name:

Weekly Checklist for _____
Week of
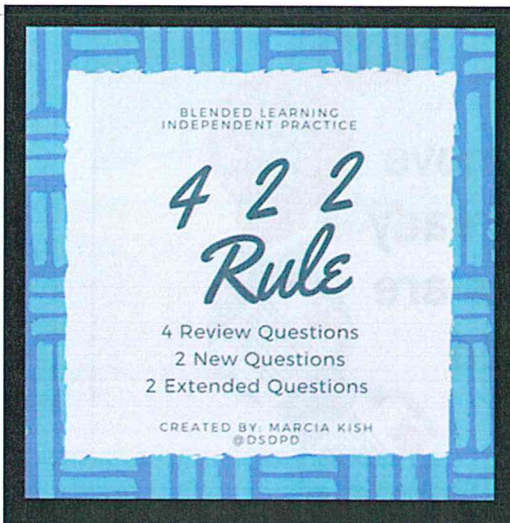
	Monday	Tuesday	Wednesday	Thursday	Friday
Mini Lesson					
Digital Content					
Independent					
Future Ready Skills			🔒 Create a		

Key Ingredients to Future Ready Skills

add critical thinking 34%

Collaboration Time

Connectedness

- Creativity
- Collaboration
- Communication
- Critical Thinking
- Connectedness

Communication

Learn More:
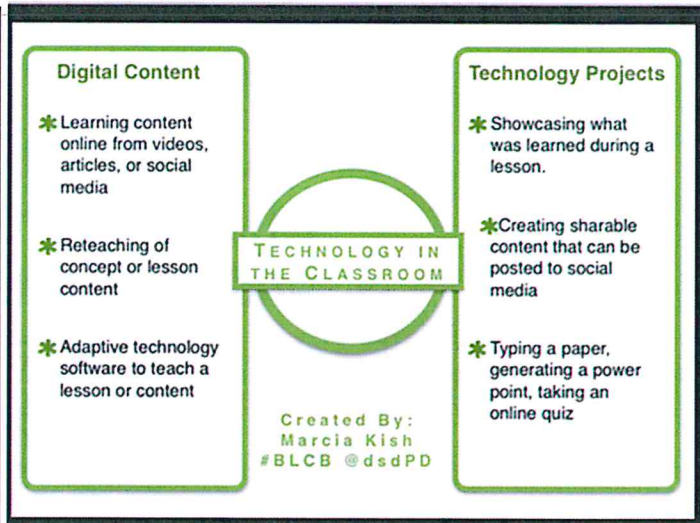Join Marcia Kish on June 5th to learn more about how to deploy Future Ready Skills into the classroom setting.

BLENDED LEARNING INDEPENDENT PRACTICE

4 2 2
Rule

4 Review Questions
2 New Questions
2 Extended Questions

CREATED BY: MARCIA KISH
@DSDPD

Digital Content

* Learning content online from videos, articles, or social media

* Reteaching of concept or lesson content

* Adaptive technology software to teach a lesson or content

TECHNOLOGY IN THE CLASSROOM

Technology Projects

* Showcasing what was learned during a lesson.

* Creating sharable content that can be posted to social media

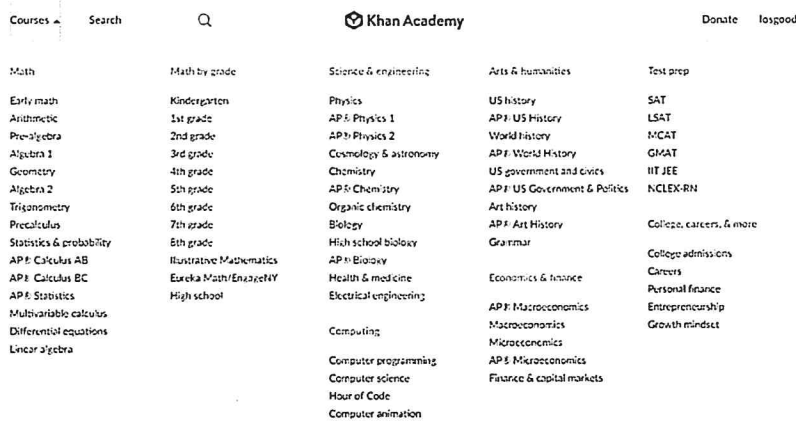* Typing a paper, generating a power point, taking an online quiz

Created By:
Marcia Kish
#BLCB @dsdPD

Keynote:

Sal Khan – Khan Academy – The One World Schoolhouse: Education Reimagined

Non-profit company

FREE standards based video tutorials:


Summary of his keynote here:

http://districtadministration.com/sal-khan-envisions-a-future-of-active-mastery-based-learning/

Other Sessions:

Comprehension Assessments using Video Creation Tools

Best one! Microsoft One Note or Word Online with *Immersive Reader*! Awesome for ESE and ELL strategy! You can copy and paste ANY text into a Word Online document. I grabbed a passage from Readworks. Go to View > Immersive Reader and then you can change the background, highlight parts of speech, show one line at a time, etc. It will also read the text out loud and translate the text into almost any language!

https://www.onenote.com/learningtools
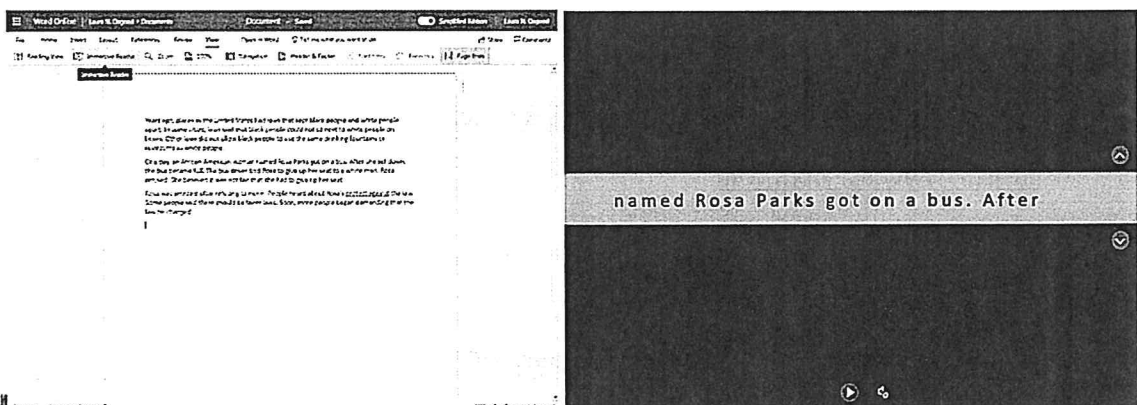
Brain Based Learning in the Digital Age (University of North Carolina Professor of Ed)

Tech Tools Can Support Brain Based Learning

• *Social Learning* – **FlipGrid**, BackChannelChat, Padlet, Pinup, **Not.ly**, ReCap, Lino, Blogs, MindMeister, Quicktopic

• *Formative Assessment Tools* – Formative, Socrative, NearPod, Quizizz, Quizelize, GoSoapbox, Kaizena, Edulastic, Google forms, ClassFlow, Kahoot

• *Multi-Modalities*–PowToons, EdPuzzle, Zaption, PlayPosit, Pictochart, Animoto, TimeToast, Tiki-Toki, Capzles, GoNoodle, Weebly, Story Jumper

• *Augmented or Virtual Reality* (Big Picture; realistic problems) – Google Expeditions, CNN VR, NY Times VR, The Daily 360, Discovery VR, BBC One, National Geographic

Making Lessons Come Alive Using Virtual Reality

Merge Cube resources!

https://mergevr.com/educators

https://mergevr.com/edu-resources

Create your own content:

https://cospaces.io/edu/merge-cube.html

Creating Innovative Learning Spaces

Flagler County Schools

Belle Terre Elementary Learning Spaces: https://youtu.be/KpS3CdofA3E

Other Cool Tools:

Loom – free screen recording app – browser add-in

Can show screen only, face only, or screen and face

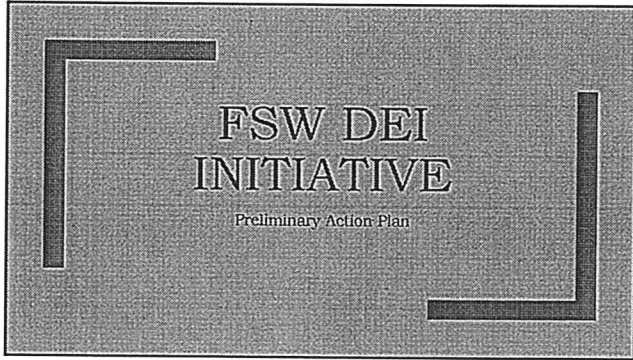Videos are immediately accessible via a link or can be downloaded as mp4 files.

https://www.useloom.com

Classroom Screen

https://classroomscreen.com/

FREE timer, student selector, noise montior, exit tickets and more

FSW DEI INITIATIVE

Preliminary Action Plan
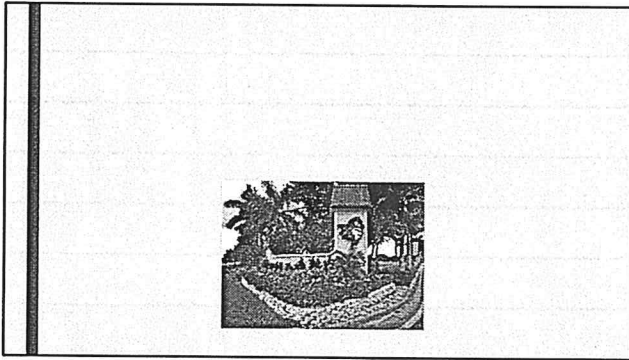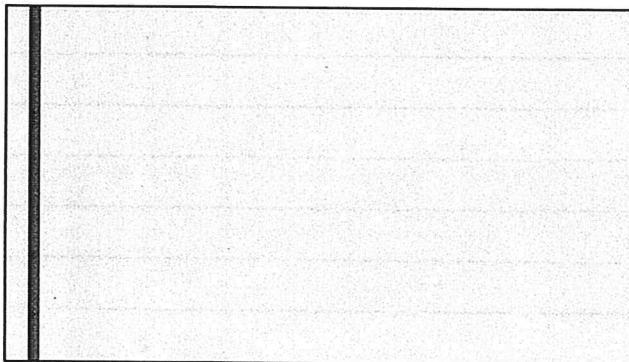
Courses

- Identify DEI courses currently in course catalog (done)
  - Transcript distinctions/designations
  - Adaptation of AACU's Liberal Education and America's Promise (LEAP) initiative Endorsements, DEI tracks, certificates for focused students
    - Number of credits? (9, 12, 15)
    - Requirements & Specifications
- Feasibility of developing a global competencies/intercultural studies certificate or other distinction, e.g. foreign-language credits, heritage learners, study abroad, Global U.N., international focus coursework, etc.
- DEI endorsement or certificate for coursework and/or experiential learning tied to student program of study, e.g. gender issues, racial sensitivity, differently-abled populations, access & equity, etc.
- Use of AACU's Intercultural Knowledge and Global Competence Value Rubric for guidance

Expansion

I. Consider increasing offerings within FLDOE guidelines
  - a. Promoting existing courses to increase enrollment
    - 1. Faculty involvement
    - 2. Advising
    - 3. Marketing/Building Awareness
  - b. Course development
    - 1. Modifications within existing frameworks
    - 2. Solicit faculty input and ideas for classes
    - 3. Administrative input for course expansion based on needs data
  - c. Additional language offerings in support of study abroad courses
  - d. Support for heritage speakers; hiring student language tutors

Tasks & Personnel

- Increase institution-wide DEI initiatives
- Identify College Wide Stakeholders
- Faculty & Staff Development
- Administrative/Community Outreach
- Extracurricular DEI activities
- Inter-Campus Coordination

Resources

- Pursue & develop policies that promote DEI
  - *Collaboration*
  - *Mentoring*
- Institutional & Private Sector Partnerships
- Funding Sources (Internal & External)
  - *Associations (Professional, Academic, NFP)*
  - *Local, State, Federal*
  - *Allocation*
- Distribution & Methodology

AACU

- Three layers of "change agents":
  - macro = university-wide
  - meso = school/dept/aux
  - micro = instructors/activists/pioneers
- Challenges vs Opportunities
- Strategies for Sustainability
- Identifying Stakeholders, Activists/Point-Persons and Needs
- Developing Creative Partnerships and Collaborations
- Chronicling Institutional Legacy

- Implementation, Assessment & Outcomes

This is not a top-down approach as it encourages lateral as well as vertical interactions, reconfigurations based on intersections, networks, trajectories, integration, cultivation and assessment (both needs- and results-based). As one educator framed it, this model can be summed up as "revisit, revise, reconsider – it is an iterative process" – (AACU)

Macro-level: Institution, Administration

- College-wide needs analysis; developing models for college-wide for skills development, e.g. workshops for all faculty & staff or more flexible and tailored approach to professional development? required or voluntary?
- Identifying resources; support for stakeholders (schedule/course load, emotional, intellectual, etc.);
- DEI incorporated into recruitment and hiring preferences; revision of evaluation metrics; rewards and recognition; incentives and accountability;
- Marketing/positioning as an inclusive and forward-thinking institution that responds to Florida's evolving demographics; further collaborations with other academic institutions; intra-campus systems flow chart

Meso-level: Schools, Departments

- Chairs, Officers, Advisers, Coordinators; Directors, Coaches; etc.
- Pioneers & Activists to develop and spearhead efforts
- Faculty liaisons from each school; staff and faculty-driven initiatives; retreats; community liaisons; TLC & Professional Development; dissemination of research & best practices (access to information & updates);
- SGA/Student-led initiatives

Micro-level: Interpersonal Interactions

- staff-faculty-student collaborations (e.g. independent study; mentoring; program directors; pedagogical partnerships);
- creative evaluation processes (self, student, institutional, organizational, working relationships);
- Assessment; LEAP projects; identifying student needs and matching with appropriate personnel;
- peer-mentoring;
- career-focused student pathways for underrepresented populations

Timeline

- TBD

Sources

- CEO Action for Diversity and Inclusion
- Cultural Intelligence Center
- Bennett's Developmental Model of Intercultural Sensitivity
- Johns Hopkins Diversity Wheel
- Johns Hopkins Diversity Resources
- Purdue University Boiler Inclusion Project
- Iceberg Model (Benefits of Multilingualism)
- ACS Teaching Diversity Resources
- DO-IT (Disabilities, Opportunities, Internetworking, and Technology
- Old Dominion University Diversity Studies Certificate
- Wichita State Diversity Studies Certificate
- NAFSA Diversity & Inclusion Resources

Faculty Professional Development Fund
Application Guidelines and Forms

Purpose:
Full-time faculty within the academic unit may be awarded Professional Development funds (FPD) for travel that aligns with the College's or department's mission, priorities and goals.

Eligibility:
Who may apply for an award? Florida SouthWestern State College full-time faculty members who work for the academic unit may apply for an award from the Faculty Professional Development fund.

What may an award be used for? Successful applicants may use an award to cover participation in conferences, workshops and seminars; in-service training, consulting in one's area of expertise, presentation of art or music; serving on juries or as a judge for professional organizations, travel expenses, and/or any other direct costs associated with the approved training or professional development activity. It is recognized that there may be additional types of expenditures appropriate for the use of Faculty Professional Development funds. Florida SouthWestern State College will not approve the use of Faculty Professional Development Funds for food and entertainment, gifts, personal items for the office, reimbursement for student expenses, and items that neither enhance the classroom experience nor provide professional experience for the instructor. Ineligible expenses also include services for work that cannot be separated from personal use, such as cell phones and/or cell phone plans and internet services at home.

How often may an individual apply? Individuals may apply as often as they wish and by the published deadline.

What is the maximum award amount? The maximum amount that will be awarded to an individual for all travel within the budget year (July 1 – June 30) is $1,500. Recipients of FPD travel funds may not request payment for expenses that exceed the amount awarded. Any expenses incurred in excess of the awarded amount must be paid by the individual or another college funding source.

Application Deadlines:
Applications will be reviewed quarterly and notification will be sent promptly thereafter. Incomplete applications and/or applications received past the deadline will not be considered.

> Applications are due by the following deadlines:
> First Quarter (January 1 - March 31): last Friday in November
> Second Quarter (April 1 - June 30): last Friday in February
> Third Quarter (July 1 - September 30): last Friday in March*
> Fourth Quarter (October 1 - December 31): last Friday in August

Faculty members are encouraged to seek prior approval before purchasing airline tickets or agreeing to participate in activities to ensure FPD funds can be used.

*Note: Applications for travel between July 1 and September 30 may be submitted at any time before the third Friday in June. Those applications submitted by the March deadline will be reviewed in early April and will be given priority over later applications. Those applications submitted after the March deadline will be reviewed by the end of June.

Application Procedure:
To be considered, applicants must submit both the FPD Travel Funding Request Form with supporting documentation, and the FPD Travel Funding Request Worksheet. Both of these are attached to this document and available on the Document Manager under Vice President, Academic Affairs. Applications must be approved by your department chair and Dean, and then must be **submitted electronically** (scanned and emailed) to the Director, Teaching and Learning Center, Dr. Melissa Rizzuto (mrizzuto@fsw.edu). **Only applications submitted by electronic mail will be considered.**

Application Review Process:
The annual budget for FPD will be divided into four: 25% of the budget will be allocated to each quarter. Any unused money from one quarter will automatically roll over to the next. When selecting applications to be funded, the Professional Development Committee will rank applications based on the rubric included in the Travel Funding Request form.

Requirements of an Award Recipient:
Award recipients are expected to make a contribution to the intellectual climate of the school by using their professional development opportunity to fuel the development of new curriculum or course materials, provide a workshop or community of practice in the Teaching and Learning Center, or inform participation in a community outreach event.

FPD TRAVEL FUNDING REQUEST

Traveler Name: _____

Purpose of Travel: _____

Total Amount Requested (based on FPD Travel Worksheet): $

FPD Travel Award Ranking Rubric

Please circle the point value for each criterion and attach the documentation specified. Any criterion requiring documentation is marked by an asterisk. Missing or incorrect documentation will mean that no points will be awarded for that criterion. Any misrepresentation in this rubric is grounds for your application being automatically disqualified; therefore, if you have any questions about the items on the rubric, please contact the chair of the Professional Development Committee *before* submitting your application.

Criteria	Yes	No
Circle which, if any, apply: *(circle only ONE of A, B, C, or D)* A) This is my first ever application for FPD funds at FSW. B) *I am presenting my work at a conference. *(attach copy of acceptance letter)* C) *This professional development opportunity is necessary to earn Continuing Education Units to retain credentialing or licensing in my field. *(attach printout from the conference website specifying how many CEUs will be earned from attending)* OR	30	0
D) *This professional development opportunity will improve my teaching, content knowledge, and/or college service. *(attach a narrative explaining how it will do so, including as much detail as possible. This narrative may be used by the committee to break a tie in rubric points.)*	15	0
I facilitated a workshop at the TLC in the past 12 months. Title: _____ Date: _____	30	0
If awarded, this will be my first FPD travel award received this budget year.	20	0
If applicable, circle all that apply *(supporting documentation required for each)*. Write the total point value in the "yes" column. • *Leadership role at conference *6 points* • *Moderator/session chair at conference *6 points* • *Receiving an award at conference *6 points* • *Travel will contribute to ongoing research project *6 points*		0
Total Points:		

_____   _____
Traveler's Signature   Date

_____   _____
Department Chair's Signature   Date

_____   _____
Dean's Signature   Date

Decision of the FPD Travel Committee:	◯ APPROVED	◯ NOT APPROVED (see attached explanation)
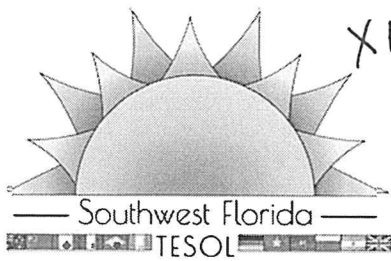
XIX **Saturday, March 30th, 8:00 a.m. – 4:00 p.m.**

2019 SWFL TESOL Inaugural Conference

"Gaming for Success: Leveling Up ESOL Instruction"

Keynote Speakers: Dr. Ester de Jong, University of Florida & Dr. James May, Valencia College

Location: Florida Gulf Coast University, Merwin Hall, Fort Myers, FL

Our Mission

The Southwest Florida Chapter of Sunshine State Teachers of English to Speakers of Other Languages (SWFL TESOL) provides a forum to share best practices and resources promoting equity and equality in the instruction of English learners.

We offer professional growth opportunities to all educators in the ESOL field through educational networks, online forums, outreach activities, and an annual regional conference.

SWFL TESOL is an affiliate chapter of Sunshine State TESOL founded in 2018. Our chapter includes the following counties: Lee, Collier, Charlotte, Monroe, Hendry, and Glades.
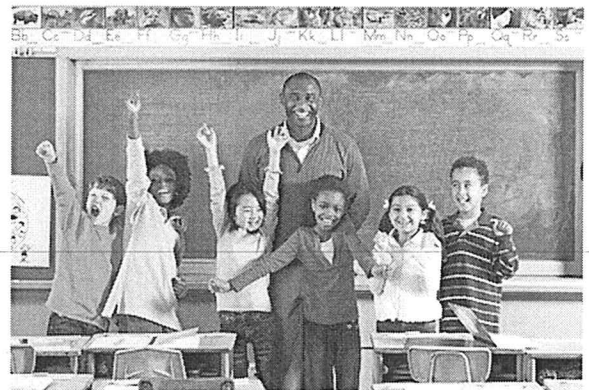
Tickets

General Admission: $25.00
Students: $10.00

What You Get

- 2019 SWFL TESOL Conference Admission
- 2 Keynote Speakers
- Publishers Showcase
- Workshop Sessions
- Breakfast, Lunch, Snacks
- Raffle
- 1 Year Membership to SWFL TESOL

Website:

SWFLTESOL.ORG

Register:

https://www.eventbrite.com/e/2019-swfl-tesol-inaugural-conference-registration-53294666783