School of Education
Fundraising Goals
2014-2015

- Top SOE Funding Priorities
  1. New SOE Building with Laboratory Classrooms
  2. Scholarships (Support for Student Teaching/Internship & Praxis I Test Registration)
  3. Naming the SOE Conference (The ________ Excellence in Teaching Conference)
     or part of Conference: The ________ Awards Dinner
     The ________ Educators’ Chat & Chew Luncheon
  4. Naming the SOE Office of Research Initiative
  5. SOE History Project

Brief Description of 5 Funding Priorities

1. New Building with Laboratory Classrooms (To bear the name that has been approved for the School of Education at FSU - (G I Butler School of Education)

   Teacher preparation units are challenged to prepare “highly qualified” teachers who are technologically efficient and globally aware. Programs are expected to deliver 21st Century knowledge and skills designed to challenge students to compete nationally and to deliver innovative instruction using state of the art technology, strategies, and resources through various Digital Learning modalities. The current building is not conducive to the delivery of pedagogy using state of the art technology or strategies. The SOE needs a new structure with laboratory classrooms that will supplement the pedagogical instructions delivered in methods classes and will support the early research required of, and to be conducted across, all programs, with emphasis on Applied Research and Pedagogy and the effective use of data to drive instruction. A state of the art building and technology, including i3D classrooms and technology to prepare pre-service teachers to “technologically flip the classroom”, will attract and retain outstanding professors and students and promote collaborations with other IHEs and meet all six (6) Academic Affairs Strategic Priorities, especially Academic Quality, Priority 1 and all (6) FSU Strategic Priorities.

2. Scholarships (Support for Student Teaching/Internships and Praxis I)

   The scholarship funds will support pre-service teachers who are committed to teaching and who have progressed through their tenure to final semester of their studies. The program curricula require pre-service teachers to maintain a full “work” schedule in the classroom and model the expected work load, including planning and assessment, of a licensed teacher. With these expectations of the capstone experience, pre-service teachers are strongly encouraged not to be involved in any employment. Pre-service teachers struggle to meet financial expectations and have even opted to change majors so as to continue to meet familial expectations. The number of non-traditional pre-service teachers in the SOE continues to grow. These scholarships would reward pre-service teachers for their academic achievement through to the last semester of the undergraduate or graduate curricula –
student teaching or internships. The needs-based scholarship will supplement personal utility expenses, tuition, and fees and advance students’ Degree Attainment (Academic Affairs Priority 2; Retention and Graduation Rates (FSU Priority 1).

Pre-candidates must pass the Praxis I examination in order to be admitted to Teacher Education. Many express a financial need that prohibits the completion of this admission requirement. The SOE has established a Praxis I Scholarship Fund and is seeking support that will allow us to offer registration fees to students who have demonstrated readiness for the test as reflected on the Plato Diagnostic test (Academic Affairs Priority 2; Retention and Graduation Rates (FSU Priority 1).

3. Naming of the SOE Spring Conference (The ___ Excellence in Teaching Conference)
FSU included in its early strategic plan a proposed Excellence in Teaching Conference to be housed in the SOE. The Conference was implemented in 2009 and has attracted outstanding applied researchers who presented findings and applications of successful pedagogical research. P-20 institutions have participated in this conference designed to showcase strategies that will promote P-20 achievement through innovative and effective pedagogical applications. The funds from naming the conference, or major parts of the conference, will offset expenses for planning and delivering the Conference, which will support the goals of the SOE and Academic Affairs and enhance our Community Engagement (Academic Affairs Priority 5; Collaborations and Partnerships FSU Priority 5).

4. Naming the SOE Office of Research Initiative: (The ______ Office of Research Initiative in the SOE @ FSU)
Teacher preparation units are challenged to prepare highly qualified teachers who are able to apply research data to classroom practices. Programs are expected to deliver 21st Century knowledge and skills designed to challenge candidates to compete nationally and to use data driven strategies to achieve this goal. Candidates are to be trained in action research within the classroom, learning to make evidence-based decisions, and to reflect decisions through varied pedagogy to meet the students’ needs. The SOE Office of Research Initiative is designed to enhance research skills for all education candidates at all academic levels – bachelor’s, master’s, and doctoral. A research journal that supports candidates’ and faculty members’ research agendas has been established. The SOE would benefit from naming the Office of Research Initiative and to have those funds to support the SOE research activities (Research and Creative Activities, Academic Affairs Priority 4; Intellectual and Cultural Center, FSU Priority 3).

5. SOE History Project
To research and develop a document that captures the history of FSU’s School of Education

- Funding Needs Goal Amount
  A. New Building with a Laboratory Classrooms and Innovative Technology (TBD)
  B. Scholarship - (Support for Student Teaching/Internships and Praxis I): $30,000.00
  C. Naming of the Excellence in Teaching Conference ($15,000.00/$10,000 + $5,000)
  D. Naming the SOE Research Center - $15,000.00 to name the Center
  E. SOE History Project ($5,000.00)