Teacher Education Program Coordinator's Report—2008-2009

Introduction

The 2008-2009 academic year has been a year of development and change. In our first full year under the leadership of Dean Kesselman, the Teacher Education Program has seen steady growth in enrollments.

The highlight of this year has been the elimination of the 8 credit limit on using EDUC courses toward a bachelor's degree at Stockton. Over the next few years, this change in policy will lead to further changes in the Teacher Education Program and in the college as a whole.

This year the Teacher Education Program has eliminated the BATE Proposal, a long-standing requirement for completing the program, thus reducing unnecessary duplication of work. We have also eliminated the confusing 30 credit reconfigured majors used for some elementary certification students and begun to strictly follow the state code which requires 60 credits in the liberal arts or a liberal arts degree for initial certification. We have also fully adhered to program policy requiring students to pass Praxis II prior to student teaching.

The TEAC Accreditation Committee issued New Program Accreditation status to the Teacher Education Program on June 23, 2008. During our first year as a nationally accredited program, we have made substantial progress toward achieving several of the goals set for the year in last year's Coordinator's Report.

2008-2009 Program Goals and their Achievement

Goal 1—Develop Assessment System based on New Framework

At the 2008 School of Education retreat, the faculty formally adopted the Stockton Components of Professional Practice, an assessment framework based on the work of Charlotte Danielson. Faculty members have worked during the course of the year to incorporate the framework into their course syllabi, teaching materials, and course assessments. The faculty will continue in further incorporating the Stockton Components of Professional Practice into all areas of the program.

Goal 2—Reconfigure Fieldwork Expectations, Requirements, and Outcomes for
        Continuity across the Certification Program

Faculty members teaching in the Introductory and Intermediate semester had meetings during the summer of 2008 to reach mutual understandings of fieldwork expectations. More consistency among the fieldwork and college-based courses has been established. The faculty will continue working further toward improving in these crucial areas.

Goal 3—Improve Data and Information Systems

In March of 2009 a development group was formed and a consultant was contracted to develop a School of Education database. Hardware and software is currently being acquired. Progress on database development has been limited due to unexpected difficulties in getting data from Banner and also to a lack of follow-through from the consultant. Reevaluation of the project is called for.

Goal 4—Improve Fieldwork Placement System and Communication with
        Cooperating Schools

Advancement toward reaching this goal has been achieved through the development of a pilot project with several partner school districts that will provide supervision of student teachers for Stockton, by special agreement. This will begin in fall 2009. Work toward continuing progress in this goal will continue.

Goal 5—Develop Four-year Degree and Post-baccalaureate Certification

In April 2009 the Faculty Assembly voted unanimously to eliminate the policy limiting students from using only 8 credits of EDUC courses toward any degree. With no restrictions on using EDUC credits, students across campus will now be able to earn a degree with teacher certification in a shorter number of semesters.

Goal 6—Demonstrate Substantial Progress toward Meeting TEAC Requirements

The Teacher Education Program was granted New Program Accreditation with one stipulation and one weakness on June 23, 2008.

        Stipulation in 2.1: There are a number of concerns regarding the rationale for
        the validity of the current and proposed assessments.

In response to this stipulation, the faculty has explored the professional literature and adopted a new assessment framework that meets the needs of our students, program, and region. In May of 2008, the Education Faculty formally adopted the Stockton Components of Professional Practice, based on the work of Charlotte Danielson in her book: Enhancing Professional Practice: A Framework for Teaching (2007, ASCD: Alexandria, VA). Danielson's work provides teachers a well-defined path for achieving exemplary practice, identifies what effective teachers know and do, and provides a common language for describing and discussing excellence in teaching and learning. Danielson's work is based upon empirical research and aligns with both NBPTS and ETS assessments, such as Praxis III and Pathwise The rationales for our assessments and our plans for development now share common ground with many nationally accredited programs across the country, as well as with many school districts in our region.

Weakness in 3.2: There are no policies designed to assure the hiring of quality adjunct instructors, which is of particular concern given the high percentage of courses (77% at the time of the audit) taught by adjunct faculty.

In response to this weakness, and in conjunction with the latest agreements of the Stockton Federation of Teachers, the Education Program now has policies and procedures for assuring the hiring of quality adjunct instructors.

- *New adjunct faculty members are connected with full time faculty members for mentoring and consulting.*
- *New syllabi are reviewed by Program Coordinator and other faculty members with expertise in area.*
- *Faculty concerns are shared with Program Coordinator and Deans.*
- *IDEA scores are reviewed by Assistant Dean and Dean each semester.*
- *Low scores are referred to Program Coordinator who consults with faculty and faculty makes recommendations to the Assistant Dean and Dean to either mentor or not rehire the instructor.*

Our progress in addressing the stipulation and weakness will be reported to TEAC in the program's first Annual Report, in June of 2009.

Trends in Enrollment and Number of Students

The Teacher Education Program continues to show slow but steady growth. Our full time equivalents (FTEs) show consistent growth from summer to summer, fall to fall, and spring to spring.

Teacher Education Program FTEs	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009
Full Time Equivalent Enrollments (@ FTE=16 SCH)	65.31	278	286	68.56	283	294

Our course enrollment data overall show several positive trends. Our total number of sections offered is down slightly, while our total headcount, average number of students per section, and total student credit hours generated are all higher in 2008-2009 over 2007-2008.

Our percentage of sections taught by adjuncts is down from over 58% in 2007-2008 to 51% in 2008-2009.

Teacher Education Program Course Section Data	Summer 2007-Spring 2008	Summer 2008-Spring 2009
Total Sections Offered	125	123
Head Count Enrolled	2595	2860
Average Enrollment Per Section	20.76	23.25
Total Student Credit Hours Generated	10294	10344
Sections Taught by EDUC Faculty	49 (39.2%)	60 (49%)
Sections Taught by Adjuncts	73 (58.4%)	63 (51%)
Taught by Other Faculty/ Administrators	3 (2.4%)	0

Within the restricted enrollment certification courses numbers are also generally rising over time. The total number of student teachers has risen each academic year, from 179 in 2006-2007, to 186 in 2007-2008, up to 197 in 2008-2009.

Restricted Certification Coursework Enrollment Trends by Semester	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009
Introductory Semester	83	80	39	106	75	45	94	80
Intermediate Semester	118	77		112	103		115	97
Student Teaching	69	110 (Tot179)		83	103 (Tot186)		83	114 (Tot197)
Total Headcount in Certification Courses	**270**	**267**	**39**	**301**	**281**	**45**	**292**	**291**

Student Recruitment Efforts

Faculty and professional staff members have represented the School of Education and the Teacher Education Program at College-wide Open Houses, scholarship receptions, and the NJEA annual convention in Atlantic City.

Nancy Fiedler has maintained her Education Information Workshops twice each month, providing a valuable bridge between interested students and our initial certification program.   She also provides advising to students in several county colleges to help them better prepare to transfer to Stockton and take advantage of our program.

Research and Scholarship Activity

The following provides a summary of the scholarly activity for the Education Faculty for 2008-2009:

> Peer Reviewed Journals: 7
> Book Chapters: 1
> Edited Book: 1
> National and International Presentations: 17

Student Development/Achievement/Engagement

During the 2009-2010 school year, Dr. Rachel Martin began a student club, Teaching Outside the Box, for in-service and pre-service teachers. It is a forum for in our classrooms, or what some observe in their classroom fieldwork placements, and help each other strategize. The club meets on a once a month basis and also is planning a journal, *Taking Back Teaching: A Jersey Fresh Approach,* with a publication date of September 2009.

Outreach/Community Service

Faculty members were involved in numerous outreach/community service activities.

Notable activities included the hosting of 3rd Annual Equity & Social Justice in Education Conference under the leadership of Dr. Ron Caro and Dr. Darrell Cleveland, the FACES/Autism Conference under the direction of Dr. Rita Mulholland, and Dr. Spitzer organized a workshop "WIDA Standards and ESL Curriculum Alignment" for area teachers.

Faculty Recruitment Efforts

During the 2008-2009 academic year no new faculty searches were conducted.

Assessment Activities

The overall goal of Education at Richard Stockton College is to develop competent, caring, qualified teachers. The post-baccalaureate initial certification program is designed to help qualified degree holders become competent novice teachers.

The Teacher Education Program at Stockton uses a developmental approach toward teacher competency development built upon the work of Charlotte Danielson in her book: *Enhancing Professional Practice: A Framework for Teaching* (2007, ASCD: Alexandria, VA). Danielson's work provides teachers a well-defined path for achieving exemplary practice, identifies what effective teachers know and do, and provides a common language for describing and discussing excellence in teaching and learning. Danielson's work is based upon empirical research and aligns with both NBPTS and ETS assessments, such as Praxis III and Pathwise. Many school districts in the Stockton region have adopted Danielson's framework into their evaluation systems.

This framework was adopted to be used as the Stockton Components of Professional Practice by unanimous vote of the Teacher Education Program faculty in May 2008 and now serves as the foundation for our overall assessment system. Meeting all of these components ensures our program completers have met our program's claims.

(See Appendix A for a chart containing the Stockton Components of Professional Practice.)

The Education Program Faculty approved the following claims for use in our TEAC Inquiry Brief Proposal. Assessment of our student learning outcomes must validate these claims.

1) Our novice teachers demonstrate competence in the subject matter they will teach.

2) Our novice teachers understand and apply appropriate pedagogy.

3) Our novice teachers demonstrate caring teaching practices in diverse classroom settings.

The claims are validated using multiple assessment measures. Our assessment system is comprehensive and makes use of standardized measures, student feedback, faculty evaluations of student learning, and supervisors' and cooperating teachers' evaluations of student teaching performance in the classroom.

(See Appendix B for an inventory of assessments used to measure the claims, aligned with the Stockton Components of Professional Practice.)

Future Directions—Program Initiatives and Goals for 2009-2010

Goal 1
Update certification admission requirements in light of changes to SAT and ACT, Praxis I PPST requirements in the region, and the elimination of the 8 credit limit on EDUC courses.

Goal 2
Examine and consider revising the initial certification course sequence, tracks, and specific course requirements in consideration of faculty and student input, implications of the elimination of the 8 credit limit on EDUC courses, changes to NJAC, NJCCCS, and NJPST. Implement changes wisely over the next several years.

Goal 3
Revise Student Teaching expectations and assessments to better reflect alignment with the Stockton Components of Professional Practice. Implement revisions through the supervisors and seminar instructors in the following academic year.

Goal 4—Develop an alumni survey and survey system to gather data for use in program decision making processes and in validating our claims for TEAC.

Goal 5—Improve assessment data and student information systems in the School of Education through better use of Banner and the development of a school database.

Brief statement of plans for next five years

TEAC Accreditation

During the next five years, the faculty of the Teacher Education Program will work towards Initial Accreditation to be completed in 2013. This will entail the development of a full inquiry brief based upon our assessment system. Over the next years, collection and analysis of data will be on-going in preparation for the full inquiry brief.

Program Updates

Opportunities abound for the Stockton School of Education. In the initial certification program we will be examining several possible new endeavors.

- Carefully examine and revise the initial Elementary Certification program to more fully meet national and state standards as well as the needs of children and schools in our area. Our future elementary teachers will need more content and pedagogical specific training in science, social studies, health, and fine arts in order to meet the demands of the future. These areas will be in addition to the specific training we already provide in language arts and math, which will also need to be reexamined and improved to meet new demands.

- Carefully examine and revise subject area certification requirements in light of changing NJCCCS, NJ high school redesign, and Stockton curriculum. Work with faculty of other programs to develop more effective curriculum requirements for subject area certifications.

Resource Needs and Rationale

Faculty Lines

As our numbers increase and we consider creating new and additional courses in the initial certification sequence, we will need to assure that faculty lines are available for the teaching of additional courses.

As the demands increase for the training of future elementary teachers, we will need to add content area teaching specialists to our faculty as full time, part time, or multi-year non-tenure track full time faculty. Our areas of greatest need are:

- Elementary/middle school pedagogy
- Elementary/middle school science
- Language Arts Literacy at all levels

We should consider the creative use of any lines we may have available for use as half or three-quarter lines in order to get optimum value.

Appendix A

Stockton Components of Professional Practice	
Domain 1: Planning and Preparation *Components* 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Selecting Instructional Goals 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Assessing Student Learning	**Domain 2: The Classroom Environment** *Components* 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space
Domain 3: Instruction *Components* 3a: Communicating Clearly and Accurately 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Providing Feedback to Students 3e: Demonstrating Flexibility and Responsiveness	**Domain 4: Professional Responsibilities** *Components* 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating with Families 4d: Contributing to the School and District 4e: Growing and Developing Professionally 4f: Showing Professionalism

Appendix B

Initial Certification Post-Bac Program Claims	Assessments	Stockton Components of Professional Practice (based on Danielson's Domains)
Claim 1 Our novice teachers demonstrate competence in the subject matter they will teach.	Praxis I scores Praxis II scores Undergraduate GPA Major GPA Teaching Demonstration Rubrics ➢ Intermediate Teaching Experience ➢ Student Teaching (Cooperating Teacher/Supervisor) Student Teaching Summative Evaluation Exit Survey	1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Selecting Instructional Goals 1e: Designing Coherent Instruction 1f: Assessing Student Learning 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning
Claim 2 Our novice teachers understand and apply appropriate pedagogy.	Education/Pedagogy Course Grades ➢ 4200 ➢ 4110 ➢ 4120 ➢ 4150 ➢ 460X ➢ 4610 ➢ 4991 *Intro & Intermediate Fieldwork Journals* ➢ Classroom Management Analysis ➢ Assessment Projects ➢ Lesson Plans Teaching Demonstration (assessed using Components of Professional Practice) ➢ Intermediate Teaching Experience (by Cooperating Teacher) ➢ Student Teaching (by Cooperating Teacher and Supervisor) Student Teaching Summative Evaluation	*1b: Demonstrating Knowledge of Students* 1d: Demonstrating Knowledge of Resources *1e: Designing Coherent Instruction* *1f: Assessing Student Learning* 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior *2e: Organizing Physical Space* 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Providing Feedback to Students *3e: Demonstrating Flexibility and Responsiveness* *4a: Reflecting on Teaching* *4b: Maintaining Accurate Records*

	Exit Survey	
Claim 3 Our novice teachers demonstrate caring teaching practices in diverse classroom settings.	Education Experiential Course Grades ➢ 3515 ➢ 3241 ➢ 4101 ➢ 4600 ➢ 4990 Teaching Demonstrations in Diverse Fieldwork Experiences (assessed using Components of Professional Practice) ➢ Intermediate Teaching Experience (by Cooperating Teacher) ➢ Student Teaching (by Cooperating Teacher and Supervisor) Fieldwork Journals ➢ School Familiarization Project ➢ Lesson Observations/Reflections Student Teaching Summative Evaluation Exit Survey	1b: Demonstrating Knowledge of Students *1e: Designing Coherent Instruction* 2b: Establishing a Culture for Learning 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Providing Feedback to Students *3e: Demonstrating Flexibility and Responsiveness* 2a: Creating an Environment of Respect and Rapport 3a: Communicating Cleary and Accurately 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 4a: Reflecting on Teaching 4c: Communicating with Families 4d: Contributing to the School and System 4e: Growing and Developing Professionally 4f: Showing Professionalism