EDUC Program Coordinator's Report 2010-2011

School of Education

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Introduction

The 2010-2011 year has been a year of transition for the Teacher Education Program, School of Education, and College. Our former Dean of Education, Harvey Kesselman, served his first year as Provost of Stockton College. Joe Marchetti completed his first year as Interim Dean of Education. Our Assistant Dean of Education, Craig Myrtetus serves his last day at the end of this academic year. Three searches actively took place. One resulted in the hiring of a new Assistant Dean of Education, Pamela Vaughan, who begins this summer. A second search resulted in a new faculty member that begins in September 2011. The final search, and still in progress, is a national search for a Dean of Education. We lost two staff members that worked with the School of Education office. We have even undergone change on the physical campus too with the addition of the Campus Center and a soon-to-be move to a new office location. Through all of this transition, the Teacher Education Program has been busy and productive. This report presents all that has been accomplished and what we seek to accomplish in the upcoming year.

Goals from Academic Year 2010-11

Goals listed below are drawn from the *Alignment of School of Education (SOE) Goals with Division of Academic Affairs Goals 2010-11* document (see Appendix I).

Program goals and their achievement organized by institutional theme

Learning
- ***Goal- The SOE will establish instructional programming targeting off campus sites.***

  A number of initiatives have been focused on Atlantic City School District. The Stockton Center for Community Schools has developed and initiated the Campus Kitchens Project. Tutoring programs were conducted in MLK School through a Teacher Training with a Mission program run by Program faculty. SRI-ETTC conducted an IMPACT grant to enable special education teachers to become highly qualified in mathematics with Program faculty serving as mentors and instructors. (This goal is designed to target the MAED program and is discussed in greater detail in the MAED Director's Report of SOE.)

- **Goal- The TEDU program will have their initial accreditation stipulations removed.**

  The TEDU 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 the stipulation, during the 2009-2010 academic year, the Program Faculty and staff adopted a new assessment framework called the Stockton Components of Professional Framework based on the work of Charlotte Danielson in her book: *Enhancing Professional Practice: A Framework for Teaching* (2007, ASCD: Alexandria, Va). (See Appendix II for documentation.) Training was completed to develop a shared understanding of the framework with a focus on Domains 2 and 3. During the 2010-2011 academic year, the process has continued with an emphasis on Domain 1 of our assessment framework. A meeting and subsequent training session was held with Program faculty and staff on how we can utilize Domain 1 to assess lesson planning and preparation at the post-bac (and graduate) level. Beginning in Fall 2011, it was decided that an abbreviated version of Domain 1 rubric will be used during the Introductory and Intermediate semesters for program assessment within the teacher certification course sequence.

The final semester for TEDU students is the student teaching experience. In addition to training faculty and staff, the Program has revamped the assessment framework used to evaluate student teachers and train college supervisors on the new system. Beginning in Fall 2010, college supervisors used new instruments based on Stockton's Components of Professional Practice. Training for college supervisors was conducted in Summer 2010 to insure understanding of the new framework. This training was continued on November 12, 2010 to clarify the language and rating system used in the framework, as well as address any logistical concerns of supervisors with the new evaluation paperwork. College supervisors and student teachers were also asked to pilot a new system for Spring 2011 on the web-based program, Taskstream, that allows users to collaborate and comment on shared lesson plans. Student teachers submit lesson plans via this collaborative program to allow college supervisors access to their work prior to observation. A full implementation of this collaborative system for all supervisors and student teachers is planned for the upcoming academic year.

Preliminary data has been collected and analyzed as of June 2011 on student teacher performance (see Appendix IV). A total of 186 students completed the student teaching term with only 2 terminations. Mean rubric scores on each domain show students performing at acceptable levels from basic to proficient.

In August 2011, the training of college supervisors will continue with an extended all-day workshop on the framework and collaborative Taskstream program. Performance assessment training will include establishing norms and inter-rater reliability for the framework as well as review of documentation of student teacher performance.

Other assessment practices that have changed as a result of faculty analysis of our Program practices are our admission standards. In the past a score of 171 on all sections of the Praxis I was required for entrance into the Program. As of Fall 2010, the Program has required higher scores that are in line with state mean scores (175- Reading, 173- Writing, 174- Mathematics). In addition, the minimum GPA was raised to match the minimum required 2.75 GPA to earn teacher certification in the state of NJ.

The weakness identified by TEAC dealt with adjunct instructors utilized as part of our Program:

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

Our Program response to this weakness was to strengthen our policies and procedures with the hiring and monitoring of adjuncts. These include:

- Assigning full-time faculty members to adjuncts for mentoring and consulting with a focus on aligning course goals, expectations, and student evaluation. Specific efforts in the 2010-2011 year included a focus on core program required courses taught by adjuncts:
  - Two meetings were held with all reading and language arts literacy adjuncts, full time faculty teaching in the certification sequence, and the Program Coordinator. The result of this meeting included a revision of course content, stronger alignment to our Program Assessment Framework, and clear articulation from term to term.
  - A meeting for all instructional technology adjuncts, full time faculty, and Coordinators of both MAIT and Teacher Education Program was held. The result of this meeting was a revision of the course content, description & title (EDUC 3610 Technology for Educators to INTC 3610 Instructional Technology for K-12 Educators).
  - A meeting is slated for summer 2011 with all adjuncts and full time faculty instructing the Family, Schools, and Communities course (EDUC 3515). This meeting will focus on a revision and alignment of all sections instructed with a more direct urban/diversity course component.
  - A meeting was held with all adjuncts of EDUC 3241 and special education Program faculty to align all sections of this course. The meeting resulted in a shared syllabi and common evaluation and assessments of students.
- Review of new syllabi by Program Coordinator and other faculty with expertise in the area of focus.

- Monitoring of IDEA scores by administration to insure quality instruction. In the case of low IDEA scores, the Program Coordinator is notified then works with administration and faculty to determine either to mentor or not rehire the instructor. Evidence of this process includes:
    - The replacement of 1 adjunct instructor in the instructional technology course, Fall 2010, that was not showing adequate progress after mentoring. In addition, a mentoring session was held in Spring 2011 with a second instructional technology adjunct to assist in assuring alignment of the course with Program goals.
    - The mentoring of an adjunct teaching an EDUC subject content course to insure quality instruction after receiving low IDEA scores in Fall 2010.
- Review of new applications for adjuncts on a regular basis to insure quality instruction. Evidence of this process includes:
    - The hiring of a new instructor for EDUC 4610/4600 (Curriculum and Methods of Elementary Education and Intermediate Fieldwork) with an expertise in mathematics and middle school instruction.
    - The re-assignment of an instructor from a Curriculum and Methods course to a Literacy Development course that better matches the adjunct's expertise.
    - An advertised search in Spring 2011 for adjunct instructors. A meeting was held in June 2011 with full time faculty to target quality adjunct hires for open Program courses.

Beyond policy and procedures, the School of Education has also placed focus on developing our contingent of full time faculty. For the 10-11 academic year, we have sustained 12 full time faculty teaching within the Program. Of these, one faculty member was not granted tenure and concludes their service in Spring 11. An active search was held in Fall & Spring that resulted in the subsequent hiring of a new faculty member that will begin in September 2011.

With a large number of adjuncts teaching within the Professional Education sequence of courses, the Program Coordinator sought to strengthen the articulation among instructors as well as insure alignment in cases where multiple sections of the same course are taught. The Program Coordinator held meetings with all instructors within the two semesters leading to student teaching, the Introductory and Intermediate Semester. Meetings resulted in a clarification of student expectations, a revision of course outlines, and a standardization of course content and evaluation among multiple sections of a course. (See Appendix III for documentation in meetings minutes.)

- **Goal- All academic programs within the School of Education will have accountability and assessment measures in place.**

  The Teacher Education Program uses a variety of measures to ensure this goal has been met. The accreditation process, as noted in an earlier goal, is well under way with the Program earning New Program Accreditation with one stipulation and weakness on June 23, 2008 through the Teacher Education Accreditation Council (TEAC). The stipulation and weakness identified by TEAC was addressed and subsequently removed in August 2010. The next annual report for TEAC is due to be submitted July 2011. A TEAC visitation, as part of the full inquiry brief for final accreditation, is tentatively scheduled for the academic year 2013.

  The School of Education website has gone through revision this academic year. Our site now features a page dedicated to accountability and assessment. Visitors may now view: accreditation documentation and progress, Program Coordinator reports, survey results, and supervisor assessment documents. All programmatic information can be found on our website including: curricular information, frequently asked questions, education forms, fieldwork meetings, information workshops, program structure, and student handbooks. In the coming academic year, the Program will seek to determine the number of users of this newly organized site.

  Faculty is an active element in the regular assessment and monitoring of our Program. The Executive Committee of SOE (which includes all SOE administration, directors, and the Program Coordinator) meeting monthly during the academic to monitor and work on programmatic issues. In addition, the Program Coordinator held regular meetings with faculty. A total of 7 meetings were held (9/22, 10/13, 11/24, 12/8, 1/26, 3/23, & 4/20) during the academic year. (See Appendix III for Fall 10 and Spring 11 schedule & meeting minutes.)

  The advisement of students from the time of entrance to exit was also a focus this academic year. The Program Coordinator worked actively with the Assistant Directors of Teacher Education and faculty to revise presentations, advisement, and documentation for students including:
  - **Orientation**- The presentation was updated to reflect program changes and clarify important curricular information for students.
  - **Fieldwork meetings**- Paperwork was updated to reflect changes to state-mandated criminal history background checks. Communications to cooperating teachers was revised to articulate new electronic documentation available and important curricular information.
  - **Open House**- Open House presentation and process was revamped to offer a more straightforward snapshot of our teacher

certification program. Student Teacher Ambassadors were selected to serve as representatives of our program as an additional way to offer honest feedback on what our Program can offer perspective students.

- **Student teaching meeting**- The Program Coordinator designed and conducted a presentation each term for student teachers focusing on their role and responsibilities during student teaching.
- **Preceptorial advising**- A Program meeting was held just prior to advising each term to inform faculty of changes to the advising process and program curriculum. (See Appendix III for meeting minutes.) Assistant to the Directors and other staff members charged with organizing and preparing paperwork for advisement were present to report items of importance. Training was also held in Spring 2011 to address changes to the documentation of students' coursework on curriculum worksheets.
- **Teacher Education & Student Teaching Handbooks**- Both handbooks are reviewed annually by the Program Coordinator, staff, faculty, and administration. This year's handbooks went through major revision to reflect programmatic changes in admissions standards, fieldwork placements, and student expectations.

Exit Surveys are conducted each term by the Program to gather feedback from students who have just completed their teacher certification via an online survey tool, Zoomerang. Results are reviewed each term to inform Program practices including areas for improvement and strengths of our Program. (Data from Exit Surveys can be found off of the Teacher Education website under Accountability and Assessment.) A review of data for this academic year indicates that the majority of student teachers feel well or very well prepared to meet teaching standards as a result of our teacher preparation program. Areas of weakness where more than 30% reported only being somewhat or not prepared included dealing with ESL and special needs students.

One of the newest practices of the Program is the implementation of the Stockton Components of Professional Practice based on the work of Charlotte Danielson (see earlier discussion). The Program now utilizes the new evaluation process for the student teaching semester. During the coming academic year, the Program will seek to infuse this new framework into the semesters leading to student teaching (Introductory and Intermediate Semesters).

- **Goal- Middle States Self-Study Committee leadership and participation.**

  Members of the Program were active participants of the Middle States preparation process. A total of 5 full time faculty, 4 Associate Professor level

faculty and 1 Assistant Professor, served on 4 different working teams. A preliminary Self Study has been released for institutional review as of June 2011 in preparation for the upcoming Middle States visitation.

- **Goal- Increase faculty and student scholarly activities for the benefit of the individual, School of Education, and the profession.**

  Appendix VI provides a detailed listing of scholarly activity reported by Program faculty for the 2010-2011 academic year. In the area of awards and grants, there were 4 awarded grants by 2 Program faculty. Scholarly work in the form of publications and presentations is as follows with the percent change from the previous Program Coordinator's Report:
  - Peer Reviewed Journal articles- 8 (100% increase)
  - Book Chapters- 2 (100% increase)
  - Edited Book- 1 (first reported)
  - Other Publications- 2 (first reported)
  - National/International Conference Presentations- 22 (69% increase)

  There was an increase in scholarly activities as a whole illustrating that Program faculty is actively engage in scholarly pursuits.

  Among these activities are also opportunities for student engagement. Program faculty involved with the Instructional Technology Leadership Academy co-presented with EDUC students at the Annual Day of Scholarship. Thirty seven students from the EDUC program served as student volunteers with the Association of Mathematics Teachers of NJ Annual Conference. Noted earlier in the report, the Teacher Education Program now involves "Student Teacher Ambassadors" to speak with perspective Stockton students and families at Open Houses. This year a total of 17 EDUC students presented with Program faculty, staff and administration. The Annual Conference on Equity and Social Justice directed by one of our Program faculty also involved 106 Stockton students including our EDUC students.

Engagement

- **Goal- Establish urban education courses working in collaboration with other Schools.**

  The Program has approached this goal through several efforts this academic year. One such effort is by virtue of the fieldwork placements students are required to complete as part of our professional education courses. Students are asked to complete a minimum of 200 hours in the K-12 field prior to student teaching. This consists of 3 separate fieldwork placements in schools. To insure students experience diverse settings including urban areas our Program requires students to complete at least one of the 3 experiences in a District Factor Group (DFG) A or B school.

Noted earlier in the learning goals are our Program's efforts to partner with area K-12 schools. Atlantic City School District is an urban school system identified as high risk by the state of NJ. We have a variety of programs that took place in this district that helped educate students about working in urban environments including:
- Campus Kitchen Project through the SOE's Stockton Center for Community Schools
- Tutoring, mentoring, and anti-violence programs (40+ students)
- Garden and sustainability project (30+ students)

Program Faculty offer urban focus courses in the General Studies curriculum beyond our teacher certification and EDUC course offerings. Courses for this academic year that were taught by EDUC faculty included:
- GSS 3260- Grass Roots Urban Education Reform
- GSS 1044- Diversity Issues
- GAH 1360- Topics in African-American History and Culture

A final effort that has been discussed and is now in the working stage is the development of a required urban education course as part of our teacher education program. While our program makes an effort to blend diversity and urban education issues in all courses, it was determined by Faculty that a dedicated course would help insure preparedness for the rigors of today's diverse K-12 schools. The course *Families, Schools, and Communities* (EDUC 3515), which already contains elements of this focus, will be revamped to become a course dedicated to diversity and urban education. A taskforce comprised of Program Faculty, SOE administration, adjuncts, and the Africana Studies Program Faculty will work during Summer and Fall 2011 to structure a new course that is slated for a pilot course in Spring 2011 and full implementation by the following academic year.

Global Perspectives

- **Goal- Actively recruit more international students.**

  Efforts are currently underway at the institutional level to bring more international students to our institution. The Teacher Education Program will support these recruit efforts and explore ways international students can be recruited for our teacher certification program.

Sustainability

- **Goal- Secure external funding for various SOE Programs.**

  The SRI-ETTC that falls within the School of Education has been very successful in gaining external funding for SOE Programs. These are not

directly under the Program but involved our faculty. Faculty assist in the development and implementation of many of the successful grants for this academic year including:
- IMPACT Grant- enabling special education teachers to be highly qualified in math
- Math Collaborative- Faculty and schools work together to use state benchmark assessment data to drive instructional decisions
- Professional development programs

- **Goal- An undergraduate INTC technology track within the existing pre-service teacher program will be developed.**

  Program faculty members with an instructional technology background in collaboration with MAIT faculty planned then launched the **Instructional Technology Leadership Academy (ITLA)** during the 2010-2011 academic year. The purpose of the ITLA is to provide a special focus within the Teacher Education program on developing groups of pre-service teachers who will become leaders for integrating technology in their schools. Pre-service teachers in ITLA take advanced technology integration courses (INTC 4610 and 4620) along with required coursework for certification, and are specially placed in a school with tech-savvy teachers for their fieldwork experience. The first cohort of ITLA students began in Spring 2011. A total of 10 students were accepted into ITLA. Preliminary feedback from students in this cohort is positive with students reporting that they learned a great deal about instructional technology due to the additional coursework and tech-focused placements. A group of 3 ITLA students were selected to present what they have learned thus far with Program Faculty at the Day of Scholarship (held March 2, 2011). The presentation was very well received with over 25 Stockton community attending the session on the use of i-devices for instruction. A second cohort is scheduled to begin in Fall 2011.

Fall Undergraduate Enrollment Tables (will be pre-filled by Institutional Research)

Major Program	2009				2010			
		FTF	TR			FTF	TR	
	FR	0	1		FR	2	0	
	SO	0	0		SO	0	0	
	JR	0	2		JR	0	0	
	SR	54	186		SR	44	163	
School		FTF	TR			FTF	TR	
	FR	0	1		FR	2	0	
	SO	0	0		SO	0	0	
	JR	0	2		JR	0	0	
	SR	54	186		SR	44	163	
College		FTF	TR			FTF	TR	
	FR	1,080	255		FR	1,087	225	
	SO	774	569		SO	453	598	
	JR	587	1,257		JR	681	1,355	

	SR	682	1,513			SR	706	1,560	

SOURCE: SURE Enrollment Files Fall 2009 & Fall 2010

Summary of Courses Taught by Program Faculty (pre-filled by Institutional Research)

Total Course Enrollments	FA 2009			SP 2010			SUM 2010			FA 2010			SP 2011		
Course	Students	Reg	Adj	St	Rg	Ad	St	Rg	Ad	St	Rg	Ad	St	Reg	Adj
BASK 1101	13	1													
EDUC 2551	30	1								27		1	24		1
EDUC 2552	28		1							24	1				
EDUC 2553							14	1**							
EDUC 3241	160	2	3	153	1	4	46		2	159		5	141		5
EDUC 3510				25		1							25		1
EDUC 3515	171	2	3	167	2	3	9		1	132	2	2	152	3	2
EDUC 3610	115	2	4	98	1	4	38	3							
EDUC 3620							1	1**							
EDUC 4101	97	2	2	81	2	2	31	2		83	3	1	69	3	1
EDUC 4105	56	1	2	52	1	2	23	1		63	1	2	50	1	2
EDUC 4110	82		3	53	2	1				66		4	59		3
EDUC 4120	43		2	40		2				34		2	16		1
EDUC 4150	82	1	2	53	3					65	4		59	3	
EDUC 4200	96	2	2	81	2	2	31	2		83	3	1	72	3	1
EDUC 4201	6		1										1	1	
EDUC 4204				12	1								1		1
EDUC 4600	124	4	1	94	4	1				101	3	3	72	2	2
EDUC 4601	12		1	6		1				12		1			
EDUC 4605	12	1		16	1					4	1		5	1	
EDUC 4606	17	1	1	12	1	1				12	2		6	1	
EDUC 4607				10		1				2		1			
EDUC 4608	2		1	4		1				4		1			
EDUC 4610	82	2	1	52	2	1				67	1	2	58	1	2
EDUC 4710							13		1						
EDUC 4800	1	1		2	2					2	2		7	4	
EDUC 4990	84		1	114		1				83		1	108		1
EDUC 4991	84		3	113		3				83		3	108		3
GAH 1360				35	1								34	1	
GAH 1610	25	1		35	1					35	1				
GAH 2330													35	1	
GEN 1045													24	1	
GEN 1120													5	1	
GEN 1271										6	1				
GEN 2104													27		1
GEN 3245	22		1	36		2				23		1	24		1
GNM 1110	29	1		28	1					29	1				
GNM 1124										32	1		32	1	
GNM 2138													25	1	
GNM 2257				25	1								25	1	

Course													
GSS 1044	25	1							25	1			
GSS 1062	25	1							25	1			
GSS 2342												32	1	
GSS 3169												19	1	
GSS 3360	102		3	103	4				103		3	108		4
GSS 3620									25	1				
INTC 3610*									99	1	4	67	2	2

* Graduate courses (5000 level & up) are not included
**Indicates instructor(s) from outside home program (MATH and BSNS)
***This course is a revision of EDUC 3610
SOURCE: Faculty Workload Raw Data Reports Fall 2009, Spring 2010, Fall 2010, & Spring 2011 and Summer 2010 Course Schedule Report

Summary of Degrees Granted (pre-filled by Institutional Research)

	FA08	SP09	SU09	FA09	SP10	SU10*	FA10*	SP11*
Degrees Granted	87	105	3	78	107	3	59	153

*Fall 10, Summer 10 & Spring 11 are Unofficial
NOTE: Graduate degrees are not included
SOURCE: "Degrees Granted" Tables for FY09 & FY10; FY11 Supporting Data for SURE

Coordinator Comments about Course Enrollment and Degrees Granted Tables:

TEDU Program compared to overall college enrollment (table below drawn from the table provided by institutional research reflecting student enrollments) shows a consistent 3.1-3.6% of Stockton's student population enrolled in our program.

Semester	Fall 2008	Fall 2009	Fall 2010
TEDU Program Enrollment	213	243	209
Percent of College Enrollment	3.3%	3.6%	3.1%

As noted in last year's Program Coordinator Report, it was expected that we would see a slight decline in enrollments due to budget scares in schools during the 09-10 school year. This coupled with more stringent Program admissions standards, national economic issues, and high unemployment rates plaguing this academic year may have also added to the slight decline shown in enrollments. The Program plans to monitor enrollments in future terms and seek how we can improve our efforts to recruit more students.

The *Summary Table of Courses Taught by Program Faculty* illustrates the variety of courses offered by our Program faculty and adjuncts. Bold course acronyms indicate the courses that are part of our required teacher certification program. A master list of courses with full course titles and instructors is provided in Appendix V for reference. An analysis of the data presented with all program courses (bolded) reveals that 43% of the courses offered for Fall 2010 and Spring 2011 were taught by regular faculty. The remaining 57% of courses are taught by adjuncts. Though the percent of adjuncts is higher than faculty instruction, the Program faculty has made a concerted effort to work with adjuncts to offer consistent, quality instruction to Stockton students. In addition, Program courses focus on the actual art of teaching school-age children. By having active teachers and administrators in the K-12 field serve as our adjuncts we are able to

offer students a real perspective on the realities of today's school systems and classrooms.

Beyond EDUC courses, our Program also supports the General Studies curriculum. Since Fall 2009, a total of 18 different G courses including GAH, GEN, GNM, & GSS courses. Of these, 55% of these G courses are taught by regular faculty. 45% are taught by adjuncts. It should be noted, however, that of the 20 adjuncts counted 14 of them were instructors of the same course (GSS 3360- Schools of the Future). Adjuncts are purposely used in this course because of the nature of the content. Active K-12 administrators are often the instructors of this course. Without this course included in the analysis, only 14% of G courses are taught by adjuncts.

In the area of course offerings, the Program faculty has developed a stronger presence of online and hybrid courses. In Fall 2010, 2 courses (GNM 1110 and EDUC 3241) were offered online. This number doubled in Spring 2011 with a total of four courses offered- 2 hybrid and 2 online (GNM 1124, GAH 2342, LITT 4354, & EDUC 3241). Our Program continues to actively seek how we can build a stronger online presence for instruction.

The Summary of Degrees Granted Table prepared by Institutional Research reflects students earning their BA in Teacher Education (BATE). According to the data for this academic year we have had 212 students earn their BATE. In 09-10, there were 185 students earning their BATE. Thus, there has been a slight increase in the number of students earning degrees. The Program expects that this number may decline in the coming year due to the national economic crisis, job reduction in K-12 schools, and overall unemployment rates.

Required Professional Education Course Trends							
Introductory	Intermediate (based on methods courses)			Student Teaching (Based on EDUC 4990)			Term
Based on EDUC 4101	Elem	Sec	Total	Elem	Sec	Total	
97	82	43	125	51	33	84	Fall09
81	52	48	100	73	41	114	Spring 10
30	NA	NA	NA	NA	NA	NA	Summer 10
83	67	34	101	57	26	83	Fall 10
69	58	16	74	67	41	108	Spring 11
(33)	NA	NA	NA	NA	NA	NA	Summer 11 (to date)
(41)	74	35	109	52	18	70	Fall 11 (projected)

Additional data gathered for the purposes of Program review dealt with our required professional education courses. As the heart of our Program, these courses offer a good indication of trends in enrollment. The table above shows total enrollments for the three semesters leading to teacher certification. A review of our Introductory term shows a decline over the past two academic years with a 50% percent decrease in enrollment. Though this is projected at this point, our Program has definitely seen a decline in students seeking certification. As noted in this report, there are many factors that may be contributing to this such as tougher admission standards, the state of the economy, and a volatile job market. Our Program is currently seeking ways to strengthen our program, increase enrollments, and ensure that students are able to meet minimum standards for entrance into our Program.

An additional table prepared (below) presents Program data on teacher certifications. This data represents all students that successfully completed our program and were recommended to the state of NJ for teacher certification. The table is organized by certification: elementary (K-5), middle school or MS (6-8) and secondary subject area certifications (6-12 noted by subject). Trends seen in enrollment over the past two years is also evident here but not as pronounced. There is a 10% decrease seen in the number of elementary certifications and 11% decrease in middle school area certifications. At the same time, secondary certifications have remained steady as a whole. There are also trends in the certification area choices of students. World Language and Art have remained low since Fall 2008. As a result of this, our Program is currently determining whether these certification areas will continue to be offered. Meetings with other School Programs and our Program faculty are to be scheduled for Fall 2011 to discuss how this will be handled. Another area of concern is the low number of students seeking secondary certification. In general, of the total certifications issued this year, only 36% are seeking secondary teacher certification. Our Program has already discussed working with each of Schools and Programs to seek out ways to increase the number of students seeking secondary certification in the next academic year.

Teacher Certification Areas- Fall 08 through Spring 11						
Certification Area	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11
Elementary	55	83	51	80	58	60
MS Language Arts	13	21	12	30	24	9
MS Science	8	8	9	7	7	3
MS Math	13	12	6	17	13	10
MS Social Studies	7	13	5	11	11	3
World Language	2	1	1	1	1	2
Art	2	0	4	4	4	4
Social Studies	9	8	10	9	9	8
Math	1	3	4	4	3	6

| English | 9 | 12 | 12 | 9 | 9 | 11 |
| Science | 6 | 6 | 2 | 8 | 0 | 10 |

A final chart, shown below, reviews trends in applications to the Teacher Education Program. Again, the number of applicants seems to be trending downward with less total students applying each term. Beyond that, not all students earn full acceptance into our program. (Full acceptance includes meeting the minimum GPA & entrance exam scores.) Those that receive "conditional" acceptance indicate that they have yet to meet the minimum requirements necessary for entrance including a 2.75 GPA and acceptable score on the Praxis I (or equivalent assessment). Percents of conditional students indicate those that do not have what is necessary to move on in the Program. Initial review of applications reveals that many students simply wait until the last minute to take the Praxis I. The Program faculty has already had some preliminary discussion on what actions can be taken to reduce the number of conditional acceptances. In the upcoming academic year, the Program faculty will discuss this issue and how we can seek to improve the number of students who earn full acceptance into our program.

Trends in Applicants for the Teacher Education Program				
Semester	# of applications	# of full acceptance	# of conditional acceptance	% of conditional
Spring 10	132	43	61	46%
Summer 10	45	18	22	49%
Fall 10	118	31	41	35%
Spring 11	114	29	54	47%
Summer 11	39	13	24	62%

Faculty Complement Tables: (pre-filled by Institutional Research)

AY 2010 Teaching Faculty

	Rank	Hire Date	Status	Gender	Race/ Ethnicity
Blair, Donna	ADJ	2009	Active	F	W
Blecker, Norma	**ASSOC**	2004		F	W
Boakes, Norma	**ASSOC**	2002		F	W
Bosch, Sherry	ADJ	2009	Active	F	W
Caffrey, Thomas	ADJ	2005	Retired	M	W
Carlin, Lisa	ADJ	2009	Active	F	W
Caro, Ronald	**ASST**	2006		M	H
Cleveland, Darrell	**ASST**	2007		M	AA
Cole-Woodson, Linda	ADJ	2009	Active	F	AA

DeHorsey, Charlsie	ADJ	2010	Active	F	W
DellaBarca, Louis	ADJ	2009	Retired	M	W
Dolton, Raymond Edwin	ADJ	2008	Retired	M	W
Dunlevy, David	ADJ/STAFF	1996	Retired	M	W
Ensminger, Darryl	ADJ	2010	Active	M	W
Ervin, Jeremy	**ASST**	2010		M	W
Ewart, Patricia	ADJ	2007	Active	F	W
Figart, Deborah	**PROF**	1995		F	W
Fopeano, Richard	ADJ	2011	Active	M	W
Foster, Kathleen	ADJ	2006	Active	F	W
Furgione, David	ADJ	1992	Active	M	W
Gatto, Jeri	ADJ	1992	Active	F	W
Giaquinto, James	ADJ	1998	Active	M	W
Gruccio, Barbara	ADJ	2009	Active	F	W
Hall, Christopher	ADJ	2008	Active	M	AA
Horner, Barbara	ADJ	2006	Active	F	W
Houck, Amy	ADJ	2011	Active	F	W
Jasinski, Patricia	ADJ	2008	Active	F	W
LaFave, Bonnie	ADJ	2006	Active	F	W
Lebak, Kimberly	**ASSOC**	2005		F	W
Lippman, Ethel	ADJ	2009	Active	F	W
Martin, Rachel	**ASSOC**	2006		F	W
Masters, Beverlee	ADJ	2010	Active	F	W
Meyers, Shelly	**ASST**	2008		F	W
Mohr, Donna	ADJ	1991	Active	F	W
Monillas, Mary	ADJ	2003	Active	F	W
Mulholland, Mary Rita	**ASST**	2006		F	W
Myrtetus, Craig	ADJ/STAFF	2001		M	W
Novasack, Lauren	ADJ	2010	Active	F	W
O'Hanlon, Erin	ADJ	2009		F	W
Peretti, Mildred	ADJ	2007	Retired	F	W
Procaccino, Karin	ADJ	2011	Active	F	W
Puggi, Thomas	ADJ	2007	Active	M	W
Quinn, John	**ASSOC**	1990		M	W
Radwanski, Steve	ADJ/STAFF	2011		F	W
Reading, Edward	ADJ/STAFF	2010		M	W
Roberts, William	ADJ	2001		M	W
Robinson, Brian	ADJ	2007	Active	M	W
Rodano, Carol	ADJ	2008	Retired	F	W
Ross, Susan	ADJ	2010	Active	F	W
Rudnesky, Jr., Francis	ADJ	2008	Active	M	W
Sarraiocco, Scott	ADJ	2010	Active	M	W
Spitzer, Lois	**ASST**	2008		F	W
Steinacker, Mary	ADJ	1999	Active	F	W
Taylor, Alan	ADJ	2009	Active	M	W
Tinsley, Ronnie	**ASSOC**	2004		M	W
Vaughan, Pamela	ADJ	2001	Active	F	W
Whitaker-Volturo, Debra	ADJ	2005	Active	F	W

Williams, Carol	ADJ	2009	Retired	F	W
Yoast, Carly	ADJ	2006	Active	F	W
Youhari, Faisal	ADJ/STAFF	2011		M	W

SOURCE: IR Faculty Access Database

*Active- denotes adjuncts actively working in the K-12 field or in areas of expertise related to course instruction

*Retired- denotes adjuncts that are retired with extensive background in the K-12 field

See Appendix VI for Faculty Scholarly Activity for 2010-2011

Coordinator Comments about Faculty Complement Table and Faculty Activity:

For the 2010-2011 academic year, the Teacher Education Program has a total of 13 full-time faculty: 1 full professor, 7 associate professors, and 5 assistant professors. Retention rate is strong with 2 of our assistant professors becoming earning tenure and promotion as of September 2011. One associate professor who did not seek tenure will be replaced with a newly hired assistant professor as of September 2011. In addition to faculty, we currently have 47 adjuncts and staff instructing for the program. 5 are staff members working with the School of Education or in other programs on campus. The vast majority of instructors are all active (31) or retired (6) teachers, administrators, and support staff of K-12 schools. Beyond expertise in K-12 schools, we also have a lawyer and employee of NJEA instructing courses. In all cases, instructors are sought with extensive experience in the courses they instruct. By having a strong contingent of experts in the K-12 and related fields we are able to help insure quality instruction.

A number of recruitment efforts have been under way this year. We have just concluded a successful search for an Assistant Professor of Education (to replace an Associate Professor that did not seek tenure). This new hire brings a breadth of experience in the area of teacher education so we look forward to all this individual has to offer our Program. In addition, we just concluded an Assistant Dean of Education search which resulted in the hiring of one of our adjuncts. This individual's extensive administrative and teaching experience in the K-12 field is an asset to our Program. We look forward to a fresh perspective on our Program and what the future will hold.

In terms of mentoring, we have 3 faculty working towards tenure. One faculty member is completing his first year of his service. Program faculty has actively worked with this individual throughout the academic year including meetings to discuss coursework, regular collaboration on Program projects, and review of their faculty plan. Two other faculty members are approaching their tenure decision year. Program faculty have actively assisted these faculty by offering support when needed, a review of their coursework and scholarship, and assisting them in developing their service to the Program, School, and College.

Scholarly and creative activity of faculty was a focus of one of our Program goals this academic year, linked to the Division of Academic Affairs Goals within the institutional theme of engagement. Noted earlier in this report are the strong scholarly efforts of our Program faculty resulting in 13 published works and 22 national/international

presentations. Beyond publication, we also have had 2 successful grants written by Program faculty.

Faculty within the Teacher Education Program is actively engaged at all levels. Within the Program, faculty is involved in a number of activities including:
- Recruitment- 4 Open Houses, NJEA convention, and Orientation Sessions
- Advisement- full day group advisement during all college designated preceptorial advising days
- Programmatic efforts- monthly meetings are held and attended by faculty to actively work on Program goals set for the year. (See Appendix III for documentation.) Taskforces and committees are formed when major items are in need of revision. For 2010-2011 the Assessment Taskforce worked on TEAC and Middle States preparation efforts and the ITLA Taskforce helped to develop and monitor our new ITLA track within the teaching certification sequence.
- Outreach/Community Services- Noted in the Faculty Activity Report in Appendix VI, faculty work with a variety of organizations from serving as board members to supporting SRI-ETTC professional development efforts in schools.

Beyond Program and School, many of our faculty is actively engaged at the college level. Some of these roles include:
- Faculty Senate & Senate Standing Committee members
- Middle States Reaccreditation Team members
- Faculty Review Committee (FRC) members

Program Learning Outcomes Assessment Summary for 2010-11:

*Objectives- Teacher Education Program Claims Our novice teachers:	Measure(s)	Result(s)	Interpretation(s)	Action(s)
1. …demonstrate competence in the subject matter they will teach.	**Direct measures** • Praxis I scores • Praxis II scores	Review of number of applications into Program for full or conditional acceptance (related to Praxis I). Review of Praxis II scores applying to student teaching.	High percentage of students not earning the minimum Praxis I scores. *Interpretation of Praxis II scores of TEDU students in progress.*	Collect more detailed data on actual scores earned on Praxis I to identify areas of weakness and other indicators to determine reason for high conditional rate.

	Indirect measures • Undergraduate GPA • Major GPA • Exit survey • Alumni Survey	Review of GPA of TEDU students including major GPA and Program GPA. Exit survey data collected and analyzed each semester. Alumni survey collected and analyzed.	*Interpretation of GPAs in progress.* Exit survey data reveals that students are confident in subject matter taught. (Question 1 of survey) Alumni survey results were similar to exit survey except weakness in area of numeracy.	Examine options for developing students' numeracy skills through program and undergraduate coursework.
2....understand and apply appropriate pedagogy.	Direct measures • Student Teaching Summative Evaluation	Summative evaluation scores analyzed for 10-11 academic year.	Students performing at novice teacher level from basic to proficient. Inconsistency between letter grades earned and mean scores on domains.	Train college supervisors on scoring system and aligning with letter grades received.

	Indirect measures
	• Education/Pedagogy Course Grades
	  ➢ 4200
	  ➢ 4110
	  ➢ 4120
	  ➢ 4150
	  ➢ 460X
	  ➢ 4610
	  ➢ 4991
	• Intro & Intermediate Fieldwork Journals (grades for EDUC 4101 & EDUC 4600)
	• Exit survey
	• Alumni Survey
		Review of course grades in EDUC/Pedagogy courses. (Grades of B- or better required)
		
		Review of sample journals and grades received for fieldwork courses.
			Analysis of grades earned in progress.
			
			Review of sample journals by Program faculty indicates consistency with objectives.
			
			Majority of students earning the required B- or better to move forward in program.
			
			Exit surveys reveal students feeling prepared based on the NJPST. Areas where students reported being less prepared were in special education topics and ESL students.
			
			Alumni survey data results similar to
				Review EDUC courses for ways to strengthen and/or expand special needs topics including the IEP and ESL focus.

			Exit Surveys including areas of weakness (Special Ed and ESL preparation)	
3. …demonstrate caring teaching practices in diverse classroom settings.	**Direct measures** • Student Teaching Summative Evaluation	Review of Student Teaching Summative Evaluation for related criteria.	*Detailed analysis by subtopics within each Domain in progress.* Preliminary data overall on all 4 domain mean scores earned illustrates basic to proficient practices with some inconsistencies in grades and score earned.	Train college supervisors on scoring system and aligning with letter grades received.

	Indirect measures
	• Exit survey
	• Alumni survey
	• Fieldwork feedback forms (from coop. teacher)
	• Education Experiential Course Grades
	  ➢ 3515
	  ➢ 4101
	  ➢ 4600
	  ➢ 4990
		Review of Exit and Alumni survey data.
		
		Review of fieldwork feedback forms.
		
		Review of grades in experiential courses.
			Fieldwork feedback form review in progress.
			
			Review of grades earned in experiential course grades in progress.
			
			Exit and Alumni Survey data indicates students feel prepared in areas related to caring practices. Weaknesses reported in area of Special Ed and ESL.
				Review ways Program can enhance students' ability to work in diverse environments.

Objectives are aligned to the Danielson Framework and NJPST. See Appendix VIII for documentation.

Coordinator Comments about Learning Outcomes Assessment Table:

Based on the work conducted thus far, the Program has made an effort to address all objectives set. In the process of determining measures for each objective, we have found a need to improve our Program's ability to gather data on all EDUC students in our Program. Our Program is currently in the process of working with Computer Services to create a system on Banner to allow the Program Coordinator and administration to easily access student data and propagate reports based on this data.

Actions that are planned for the upcoming academic year based on our outcomes assessment include:

- Completion of a comprehensive system on Banner to gather data for Program assessment purposes
- Review of TEDU student data including: GPAs; Praxis I and II scores; and course grades
- Review of Fieldwork Feedback Form data and examination of possible electronic submission
- Examine options for coursework to address reported weaknesses in numeracy skills
- Review EDUC courses to strengthen preparation in teaching ESL and special education students
- Review of student teacher summative evaluation scores within specific Domains of Stockton Components of Professional Practice to determine readiness to work in diverse environments

Coordinator's Annual Activity Plans for 2011-12:

Anticipated Resource Needs of the Program

- **Tenure-track faculty line**- The Program recognizes the importance of full-time faculty actively teaching within the Program. Though the number of adjuncts instructing has been reduced, additional full-time faculty will help to strengthen our teacher preparation coursework and experiences. This request is motivated by:
    - Our only required special education course taught at the undergraduate level is taught by 100% adjuncts.
    - A need to strengthen both our special education and ESL course offerings based on program assessment outcomes.
    - The growing need for full time faculty to teach graduate courses in our expanding MAED programs
    - The pending retirements of two core tenured faculty members within the School of Education

- **Dedicated Classrooms- "Education Labs"-** With the growing expectations to produce competent and qualified teachers our Program is in need of a classroom designed and equipped with the technology of a typical K-12 classroom. Similar to a science lab, an education lab would allow our Program to offer methods of teaching courses in an environment similar to what our preservice teachers will experience. Our closest comparison to other Programs on campus is our nursing program. Nursing has specialized rooms dedicated to train nursing students in an environment like what they will experience during clinical experiences. Our Program would like to get at least 2-3 rooms dedicated as "Education Labs" so they may be set up and equipped to mock the K-12 environment for use in EDUC teacher certification courses.

- **Instructional Technology-** Teacher preparation should include the types of technology that teachers are expected to use in the K-12 classroom. Both the *Interactive Whiteboard* and *Student Response Systems* have gained popularity in K-12 schools. (For example, the newly built Cedar Creek High School in Egg Harbor has Interactive Whiteboards in every classroom.) In a recent appreciation brunch held for mentor teachers, focus groups conducted echoed the need to prepare students for the technology of the classroom. Expectations of employers are that teachers walk in tech savvy and ready to handle items like the interactive whiteboard. The Program would like to equip classrooms regularly used for EDUC teaching courses (particularly Practices & Techniques, Methods courses, and Technology for Teachers) with interactive whiteboards and Student Response Systems. This would tie in with the creation of "Education Labs". Labs could be equipped so that teaching certification courses would be able to demonstration and practice instruction integrating technology.

- **Professional Development Funds-** The field of education is an ever-growing and changing field. Trends recently within the K-12 field include more data-driven instructional decision making, core curriculum content standards, a new form of state-mandated assessment, enhanced classroom technologies, and career readiness. It is important with these changes that our faculty is given the funding needed to stay abreast of these changes so we may prepare our students for them. For example, some of our faculty has little to no experience with the newer technologies emerging in the field. Core curriculum standards are structured very differently from the past NJCCCS. If our Program were given funding, a system could be set up (similar to the Provost Opportunities Fund) so faculty could apply for professional development monies to support efforts to stay current in K-12 initiatives and the School of Education to bring in trainers on topics of importance to all faculty.

- **Copier/Printer Upgrade & Additional Printing Equipment-** With the growth of our Faculty, our Program has put a heavy burden on a copier/printer not designed for the high volume of printing necessary for our Program. The Program is in need of a new copier/printer that is designed to handle the

demands of an office that services 13 faculty, 8 staff, and 3 administrators on a regular basis. This may also include the addition of a <u>Risograph</u> designed to handle large volume printing. Another common practice is the use of large, poster size printing of our schedules to aide in coordination and planning of schedules. We must manually cut and paste sheets together to form large poster-size printouts. A <u>printer designed to produce poster size documents</u> would facilitate this process and reduce the time taken to create documents manually.

Initiatives for 2011-2012
- Preparation for the Middle States visitation including:
    o Additional web-based documentation of accreditation and assessment practices
    o Digital archival of evidence from fieldwork courses
- Improvement of assessment and evaluation of Program:
    o Transition to more online submissions of evaluation and assessment documentation in the student teaching semester
    o Continued faculty training and evaluation of Program courses using the Stockton Components of Professional Practice
    o Revision of communication and feedback sought from practicing teachers serving as our students' mentors.
    o Creation of a Banner-based system to aggregate data on TEDU students
    o Review of data on student application to program to address high conditional acceptance rate
    o Continue to enhance monitoring and evaluation methods of adjunct faculty with consideration for visitation by senior faculty (every 3-5 years)
- Updates and changes to the Program curriculum:
    o Addition of a required urban/diversity course
    o Implementation of language arts literacy course revisions
    o Alignment of all sections of Intermediate Fieldwork courses (elementary and secondary)
    o Addition of a state-mandates bullying/harassment training to our teacher certification coursework
    o Discussions of our faculty with other Schools faculty on the inclusion of EDUC coursework fitting into other BA program
    o Review of our gateway course required for entrance into our program (Educational Psychology) for possible course revision or change
    o Review of low enrollment certification areas (World Language and Art) for possible discontinuation

Our Program has also determined our goals for the 2011-2012 academic year based on the four themes of Stockton's 2020 Strategic Plan. These include:

Learning Goals:
- Complete necessary review and preparation of materials for reaccreditation of TEDU Programs.

- Begin to prepare for TEAC New Program Accreditation
- Increase faculty and student scholarly activities for the benefit of the individual, the School of Education, and the profession.

Engagement Goals:
- Expand community/schools partnerships through the Stockton Center for Community Schools.
- Develop programs and services through SRI/ETTC in support of charter school initiatives.

Globalization Goal:
- Explore opportunities to partner with study abroad programs.

Sustainability Goals:
- Develop outreach programs in support of SOE Centers (Community Schools, Financial and Economic Literarcy, etc.) and sustainable environments.
- Develop an INTC technology track within the existing pre-service program will be developed.

Other Goals:
- Secure external funding for various SOE Programs.

Dean's Comments:

July 25, 2011: I have reviewed Dr. Boakes' coordinator report for Teacher Education and concur with her assessment and analysis. In doing so, the following highlights and comments are proffered:

Transitional issues resulting from loss of key office staff during the year were minimized through the fine work of the program coordinator in this first year of her appointment to the position. Staffing for the School of Education and a successful (albeit extended!) faculty search required additional effort on the part of faculty to insure that program needs were being met. The Program also effectively responded to a TEAC identified "weakness" the previous year involving adjunct instructors. Efforts to strengthen policies and procedures related to hiring and monitoring of adjuncts have been made.

A review of assessment related concerns was made and improvements were made through implementation of the Danielson model for student teacher evaluation. A number of training sessions were conducted and plans are to expand this assessment model for the upcoming year. With regard to enrollments, efforts are being made to strengthen our admissions efforts and early identification of potential teacher education candidates. Ongoing evaluation and assessment of student learning outcomes is a priority for the program and I encourage and support the adoption of multiple measures, including direct and indirect, to assess our program outcomes.

As part of this evaluation, I encourage the program to continue its review and adoption of additional courses addressing urban education and community partnerships in support of teacher education. Additionally, collaborative efforts with MAIT through the development of a technology track as part of the pre-service program are encouraged. Also, joint sponsorship of program through Stockton's Center for Economic and Financial Literacy, Center for Community Partnerships, and the SRI and ETTC will only strengthen the quality of our program.

Significant drops in introductory term enrollments and a drop in the number of secondary certifications will require further discussion and analysis.   Efforts to further involve all program faculty in our admissions program should be considered. Efforts to improve Open House were made this year, particularly with an updated presentation and the utilization of current student teachers to speak with prospective students and their families. This proved to be very extremely beneficial. Plans for the coming year are promising given the physical relocation of the School of Education and alignment of many faculty offices close to the School.

Efforts to address the concerns regarding availability of professional development funds and copier/supplies will be made.

Appendices

Appendix I. Alignment of School of Education Goals with Division of Academic Affairs Goals 2010-11

Academic Affairs Goals 2010-11 *Learning Goals*	School of Education Goals 2010-11	Indicators Used: *Indicators/Programs that Support the Goals*	Outcomes: *Documentation*	Analysis/ Assessment: *What happened?*	Changes/ Implementation: *What worked? What updates are needed? What do we expect to happen next?*
Learning Goal One- Strategic Partnerships. Develop strategic partnerships with other educational institutions to provide instructional programming on campus and at selected off-campus sites.	**Learning Goal Two- The SOE will establish instructional programming at targeted off campus sites.**	1. Camden County instructional program development	1. MAIT Cohort Model established at Camden County	1. Number of participants in Camden County allowed program to begin	1. Continue program in Camden County
		2. Oakcrest MAEL Cohort	2. MAEL Cohort Model underway Spring 2011 with Oakcrest High School	2. State-wide funding cuts at the district administrative levels impact growth of new programs	2. Expect numbers to rise as funding crisis passes
		3. Atlantic City Initiatives: Stockton Center for Community Schools	3-A. Campus Kitchens Project with 4 partners (ACCC, AC School District, AC Boys and Girls Club, and Sodexho Corp). Delivery of 60 to 75 meals on Tuesdays to shelters and homes. Monthly	3 -A. Press coverage for launch of Campus Kitchens Project well-received. Additional requests from other shelters (Covenant House) in 2010-2011	3 -A. Continue positive press; growth of the model is expected

			minutes of advisory board shows adjustments as needed to the program		
			3-B Tutoring Programs at MLK	3-B. After assessing the 2009-2010 programs, decision made to concentrate on MLK for 2010-2011. Journals and surveys used by AC district students	3-B. Monitor program
			3-C. Anti-Violence Initiative & School Nurse Practicum	3 -C. From the 2009-2010 practicum with the school nurses, incidences of violence were tracked by time, and place. Anti-violence initiative with 16 RSC students comes from this. Assitance in the district comes directly from the school nurses	3-C. Monitor and adjust, depending upon data from 2010-2011
		4. SRI/ETTC Growth and Program Expansion	4 -A. SRI/ETTC expansion in South Jersey counties	4-A. State-wide funding cuts at the district levels for professional development actually adds to ETTC growth of new programs; 87 school districts served in Atlantic, Burlington, Cape May, Cumberland and Ocean Counties in 2010	4-A. Increased use of ETTC for PD (professional development)

Academic Affairs Goals 2010-11 *Learning Goals*	School of Education Goals 2010-11	Indicators Used: *Indicators/Programs that Support the Goals*	Outcomes: *Documentation*	Analysis/ Assessment: *What happened?*	Changes/ Implementation: *What worked? What updates are needed? What do we expect to happen next?*
				30 Year-Round Contracts with individual school districts for specialized PD	
			4 -B. Atlantic City projects: * IMPACT grant to enable special education teacher to become highly qualified in mathematics & * Math Collaborative to train in the use of benchmark date to drive instructional decisions	4-B. At least in part, these projects resulted in Atlantic City being removed from the New Jersey Department of Education's list of *districts in need of improvement* in 2010	4 -B. Monitor grant funded projects; continue work with AC School District to improve scores
			4-C. Specialized grant-funded programs/ professional development programs including, but not limited to the following::	4-C. Grant-funded projects and specialized services grow annually	4-C. Monitor grant funded projects

Academic Affairs Goals 2010-11 *Learning Goals*	School of Education Goals 2010-11	Indicators Used: *Indicators/Programs that Support the Goals*	Outcomes: *Documentation*	Analysis/ Assessment: *What happened?*	Changes/ Implementation: *What worked? What updates are needed? What do we expect to happen next?*
			The Bridgeton Consortium of 4 school districts * *Teaching American History Grant* with EHT * Feasibility study in Brigantine * Strategic Plan for Stafford * *Perkins Grant-* funded PD in Pinelands I * IMPACT Grant funded by Georgian Court College for SRi/ETTC to provide PD in Brick Township		

		5. SRI/ETTC and RSC partner with State-level groups for training, support, and state conferences	5. * With *New Jersey Department of Education* for INRS (Intervention and Referral Services) annual conference training for school level teams); also wrote the manual for the state * With *UMDNJ* for Traumatic Loss Coalition support * With *NJASA* for superintendent searches * With *NJEA* and *NJ Educational Technology Insitutute* for summer technology conferences * NJ Council for Exceptional Children	5. Growth in outreach, notable for the number and diversity of services provided 2011 will mark the first time RSC has held the NJ Council for Exceptional Children Conference	5. Continue to expand service provided to state partners
		6. Cohort group development	6. Cohort development and expansion	6. State-wide funding cuts at the teacher level impact growth of new programs; Millville & Linwood on-going; but Bridgeton not	6. Expect numbers to rise as funding crisis passes
		7. Fiscal Literacy state mandate	7. Stockton Center for Economic and Financial Literacy Program established	7. Stockton faculty dedicated to serving in leadership role at state level	7. Expect further expansion of this initiative as state mandate comes to fruition for districts
		8. Exploration into Stockton role with Charter	8 & 9. Increased partnerships with	8 & 9. - Both partnerships are in	8 & 9. Still in discussion stage at

		Schools legislation & 9. Blue Ribbon Schools of Excellence project	NJDOE on joint initiatives, e.g. Charter Schools and Blue Ribbon Schools of Excellence projects	the discussion stages	the state level
Learning Goal Two- Specialized Accreditation. Ensure accreditation is realized or maintained by the appropriate professional programs.	**Learning Goal Three- The MAED and TEDU Programs will have their initial accreditation stipulations removed.**	Introduce Danielson Model as a result of Student Teaching Task Force	Letter from TEAC following August 2010 hearings	TEAC removed stipulations for MAED and TEDU Programs;	Discussion item at School of Education Faculty Meeting; Follow-up review and discussions at MAED and TEDU Program levels
	Learning Goal Four- The MAEL Program will begin to prepare for TEAC New Program Accreditation.	MAEL Committee formed; curriculum set; program director sought	Development of the MAEL Inquiry Brief Proposal ;state approval sought	Program launch delayed one semester; Inquiry Brief Proposal will begin 2011-12; search for program director began	State-wide funding cuts at the district administrative levels impact growth of new programs in ed leadership; expect numbers to rise as funding crisis passes; director to be appointed by Jan 2011
Learning Goal Three- Curriculum Development Develop new academic programs that align with the Colleges' strategic plan.	**Learning Goal Five- Graduate Enrollment will continue to grow by ten percent.**	1. MAIT Digital Literacy Minor Developed and Approved;	1. Spring 2011 program is launched	1. Number to be enrolled for Spring 2011; program to be assessed	1. Continue to monitor the new minor
		2. Instructional Technology Leadership Academy (ITLA) launched	2. ITLA program launched with student teaching	2. Number to be enrolled for Spring 2011; program to be	2. Continue to monitor the new academy

		Spring 2011	placements for Spring 2011	assessed	
		3. MAEL Program launch	3. MAEL Program launched in Spring 2011, one semester later than anticipated	3. Program director hired by January 2011; Number to be enrolled for Spring 2011;	3. State-wide funding cuts at the district administrative levels impact growth of new
				program to be assessed in 2011-2012	programs in ed leadership; expect numbers to rise as funding crisis passe
		4. MAED-Social Studies launch	4. Program revised in Fall 2010; launch anticipated for Fall 2011	4. Program revisions required in light of changes to core content standards and to keep MAED Social Studies in line with other MAED content programs	4. Expect numbers to rise as funding crisis passes
		5. ESL to graduate level In September 2011	5. Program revised and cross-listing begins	5. Number to be enrolled for Spring 2011; program to be assessed	5. Expectations are that the program will continue to grow as has been shown in the last two years
Learning Goal Four- Accountability and Assessment. All Schools and academic programs will have accountability and assessment measurements in place.	**Learning Goal One- All academic Programs within the School of Education will have accountability and assessment measures in place.**	1. TEAC Reports	1. TEAC stipulations removed	1. Work since 2009 with faculty committees and student teaching task force; program to be assessed in Spring 2011	1. Changes in student teaching evaluation methods in particular to be monitored

Academic Affairs Goals 2010-11 Learning Goals	School of Education Goals 2010-11	Indicators Used: *Indicators/Programs that Support the Goals*	Outcomes: *Documentation*	Analysis/ Assessment: *What happened?*	Changes/ Implementation: *What worked? What updates are needed? What do we expect to happen next?*
		2. Program Coordinator Reports;	2. Annual reports cite improvements in assessment methods (2009-2010)	2. Work since 2009 with faculty committees and student teaching task force; program to be assessed in Spring 2011	
		3. SOE Website utilization;	3. Total overhaul of the website during 2009-2010; number of users to be tracked		
		4. Attendance and participation in workshops/activities;	4. All faculty participated in Danielson training in 2009-2010	4. Danielson model now reflected in Introductory and Intermediate courses, as well as in the supervision of student teachers	4. Monitor effectiveness over time
		5. Danielson Model in student teaching	5. All forms having to do with student teaching evaluation changed in June 2010; all college supervisors trained at two meetings in Aug 2010 & Nov 2010	5. Beginning in Fall 2010, Danielson model is formally launched as evaluation tools	5. Monitor effectiveness over time

Academic Affairs Goals 2010-11 *Learning Goals*	School of Education Goals 2010-11	Indicators Used: *Indicators/Programs that Support the Goals*	Outcomes: *Documentation*	Analysis/ Assessment: *What happened?*	Changes/ Implementation: *What worked? What updates are needed? What do we expect to happen next?*
		6. Title II Report	6. Quantified 25% increase in the number of ESL, Math and Middle School Science teachers certified in report filed in April 2010	6. Federal report requires higher level of accountability every year from 2009 forward	6. Complete reports in a timely fashion; use the reports as an indicator of program effectiveness
		7. Exit Surveys - completed by student teachers at the end of the student teaching semester	7. Quantifies student teacher evaluations of the School of Education program and has indicated satisfaction with said program	7. Surveys reviewed every semester for effectiveness of questions. Results presented to faculty	7. Surveys reviewed every semester for effectiveness of questions., especially in light of our change to the Danielson model
		8. IDEAS	8. Quantifies student evaluations of the School of Education instruction and has indicated general satisfaction	8. Surveys reviewed every semester for effectiveness of instruction;	8. Surveys reviewed every semester for effectiveness of instruction.
		9. SRI/ETTC Annual Report	9. SRI-ETTC Mission Review underway; annual report SRI/ETTC	9. Funding cuts at the district levels for PD reflected in ETTC usage	9. Expect numbers to rise as funding crisis passes

Academic Affairs Goals 2010-11 *Learning Goals*	School of Education Goals 2010-11	Indicators Used: *Indicators/Programs that Support the Goals*	Outcomes: *Documentation*	Analysis/ Assessment: *What happened?*	Changes/ Implementation: *What worked? What updates are needed? What do we expect to happen next?*
	Goal Two- Middle States Self-Study Committee leadership and participation.	Committees; Dates of meetings	Dean of SOE serving as Co-Chair of Reaccreditation Process; Faculty members assigned to work teams; Review of SOE activities and programs regarding alignment with Middle States Standards, particularly related to assessment and accountability	Discussion at School of Education Executive Committee Biweekly meetings. Regular updates provided to staff and entire School meetings. Staff meetings with work team members looking at outcomes and program changes resulting from review.	
Learning Goal Five- Scholarly Activities. Increase faculty and student scholarly activities.	**Proposed Addendum to School of Education Goals: Increase faculty and student scholarly activities for the benefit of the individual, the School of Education, and the profession.**	Number of conferences and research/scholarly activities increase annually	Listing of publications and presentations at state-wide and national forums for 2009-2010 and 2010-2011 given by faculty is extensive.	School of Education resources expended in support of faculty professional development for faculty conferences and research/presentation activities	Continue the funding of scholarly activities.

Academic Affairs Goals 2010-11 *Engagement Goals*	School of Education Goals 2010-11	Indicators Used: *Indicators/Programs that Support the Goals*	Outcomes: *Documentation*	Analysis/ Assessment: *What happened?*	Changes/ Implementation: *What worked? What updates are needed? What do we expect to happen next?*
Engagement Goal One- Student Engagement. Improve scope and depth of school – sponsored engagement activities relating to specified student cohorts.	**Engagement Goal Three- Establish Urban Education courses working in collaboration with other Schools.**	1. Specific Urban Education courses offered	1. Number of courses offered; number of enrollments	1. There were no urban education courses established.	1. Review the matter of specific urban education course offerings
		2. District Factor Grouping requirements for field work	2. All field work students are required to do some part of their fieldwork in an *A or B* New Jersey Department of Education-designated school district	2. All students have experience in an economically challenged district	2. Monitor effectiveness

		3. Atlantic City Initiatives: Stockton Center for Community Schools	3 A Campus Kitchens Project with 4 partners (ACCC, AC School District, AC Boys and Girls Club, and Sodexho Corp). Delivery of 60 to 75 meals on Tuesdays to shelters and homes. Monthly minutes of advisory board shows adjustments as needed to the program through 2009-2010	3 A. Press coverage for launch of Campus Kitchens Project well-received. Additional requests from other shelters (Covenant House) in 2010-2011	3 A. Continue positive press; growth of the model is expected
			3 B Tutoring Programs at MLK ,	3 B After assessing the 2009-2010 programs, decision made to concentrate on MLK for 2010-2011. Journals and surveys used by AC district students	3 B Monitor program
			3 C Anti-Violence Initiative& School Nurse Practicum	3 C From the 2009-2010 practicum with the school nurses, incidences of violence were tracked by time, and place. Anti-violence initiative with 16 RSC students comes from this. Assistance in the district comes directly from the school nurses	3 C Monitor and adjust , depending upon data from 2010-2011

Academic Affairs Goals 2010-11 *Engagement Goals*	School of Education Goals 2010-11	Indicators Used: *Indicators/Programs that Support the Goals*	Outcomes: *Documentation*	Analysis/ Assessment: *What happened?*	Changes/ Implementation: *What worked? What updates are needed? What do we expect to happen next?*
Engagement Goal Two- Shadow Program. Develop shadowing program for administrative positions (Dean and Assistant Dean) to provide faculty upward mobility, improve faculty engagement and understanding, and strengthen potential succession plans.		Number of faculty/staff taking on additional responsibilities and special projects	Number of faculty/staff taking on additional responsibilities and special projects increased; , including - but not limited to- Student Teaching Task Force, program coordination, and accreditation committees	Resulted in the roll-out of the Danielson Model of Teacher effectiveness in student teaching for Fall 2010; this was totally faculty-driven.	Faculty involvement in Executive Committee exposes members to administrative work which might provide promotional opportunities, particularly given vacancies in Assistant Dean and Dean roles.
Engagement Goal Three- Process Documentation. Develop simple and intuitive "how to" documentation regarding standard operational activities, including: banner, EYOS, Discoverer, Articulation Agreements, etc.		1. Development of revised and updated policy manuals and related materials.	1. All forms having to do with student teaching evaluation changed in Summer 2010; all college supervisors trained at two meetings in August 2010 and November 2010. *TEDU Handbook* and *Undergraduate Bulleti*n revised Spring 2010	1. New materials produced and distributed; ongoing training and introduction of revised materials provided Faculty receives all revised materials - both hard copy and electronically - at faculty meeting.	1. Evaluate changes in policy and procedure; update annually as needed and appropriate.

Academic Affairs Goals 2010-11 *Engagement Goals*	School of Education Goals 2010-11	Indicators Used: *Indicators/Programs that Support the Goals*	Outcomes: *Documentation*	Analysis/ Assessment: *What happened?*	Changes/ Implementation: *What worked? What updates are needed? What do we expect to happen next?*
		2. Review articulation agreements with community colleges	2. Meetings held in September 2010	2. Agreements being revised	2. Complete articulation agreements in 2011
Engagement Goal Four- Community Outreach and Heightened Visibility. Develop initiatives focused on strengthening community outreach, service learning, and school visibility in community.	**Engagement Goal One- The SOE will expand the Stockton Center for Community Schools.**	Atlantic City Initiatives: Stockton Center for Community Schools	Campus Kitchens Project with 4 partners (ACCC, AC School District, AC Boys and Girls Club, and Sodexho Corp). Delivery of 60 to 75 meals on Tuesdays to shelters and homes. Monthly minutes of advisory board shows adjustments as needed to the program through 2009-2010	Press coverage for launch of Campus Kitchens Project well-received. Additional requests from other shelters (Covenant House) in 2010-2011	Continue positive press; growth of the model is expected
			Tutoring Programs at MLK ,	After assessing the 2009-2010 programs, decision made to concentrate on MLK for 2010-2011. Journals and surveys used by AC district students	Monitor program

| Academic Affairs Goals 2010-11

Engagement Goals	School of Education Goals 2010-11	Indicators Used: *Indicators/Programs that Support the Goals*	Outcomes: *Documentation*	Analysis/ Assessment: *What happened?*	Changes/ Implementation: *What worked? What updates are needed? What do we expect to happen next?*
			Anti-Violence Initiative& School Nurse Practicum	From the 2009-2010 practicum with the school nurses, incidences of violence were tracked by time, and place. Anti-violence initiative with 16 RSC students comes from this. Assistance in the district comes directly from the school nurses	Monitor and adjust , depending upon data from 2010-2011
	Engagement Goal Two- Increase the New Jersey Council for the Humanities summer programming	NJ Council for the Humanities summer programming held again in 2010, planning begun for 2011 in November 2010	Number of residential weeks stayed constant for 2010, but number of weeks for 2011 will be slightly diminished	Council is happy with the programming at Stockton. 2011 will be shortened because of fiscal issues related to the council and not to Stockton.	Expect numbers to rise as funding crisis passes

Academic Affairs Goals 2010-11 Global Perspectives Goals	School of Education Goals 2010-11	Indicators Used: *Indicators/Programs that Support the Goals*	Outcomes: *Documentation*	Analysis/ Assessment: *What happened?*	Changes/ Implementation: *What worked? What updates are needed? What do we expect to happen next?*
Global Perspectives Goal One -International Affiliations. Develop partnerships with both domestic and international educational institutions and support organizations to strengthen and increase the following activities: articulation agreements, internships, service learning opportunities, student exchange programs, study abroad opportunities.	**Global Perspectives Goal One- Establish an ESL program for Stockton Students.**	ESL program will transition to graduate level by September 2011.	Enrollment in the present ESL program has grown significantly with more than a 25% increase in the number of certifications from 2008 to 2009	After transition, monitor enrollment numbers	Monitor enrollment and effectiveness as the transition to graduate level comes to pass in September 2011
Global Perspectives Goal Two- ACE Internationalization Laboratory Project. Participate in the American Council on Education's Internationalization	**Global Perspectives Goal Two- Actively recruit more international students.**	Number of international students admitted and enrolled	Number of international students admitted and enrolled has increased as had been hoped, due at least in part to our current economic situation	Efforts to increase international student enrollment coordinated at the provost level; participate in meetings to discuss strategies for establishment of an	Increase in international students expected to increase over time

Academic Affairs Goals 2010-11 Sustainability Goals	School of Education Goals 2010-11	Indicators Used: *Indicators/Programs that Support the Goals*	Outcomes: *Documentation*	Analysis/ Assessment: *What happened?*	Changes/ Implementation: *What worked? What updates are needed? What do we expect to happen next?*
Laboratory Project.				'international programs office' for coordination	
Sustainability Goal One- Alternate Delivery. Increase alternative modes of delivery and structure, with the primary goal of improving efficiency and productivity while reducing on-campus impact relating to air, soil, energy, and water usage.		Atlantic City Initiatives: Stockton Center for Community Schools: Gardens & RSC *Community Gardens* course	3 raised beds at New York Avenue School for 2009 - 2010	35 RSC student and adjunct instructor build raised beds with AC School District; school district funds coordinators of the project	Continue positive press; growth of the model is expected
Sustainability Goal Two- Outreach and Visibility. Highlight campus sustainability efforts.	**Goal One- Secure external funding for various SOE Programs.**	Actively seek additional grant funding	1. Atlantic City projects: * IMPACT grant to enable Special Education teacher to become highly qualified in mathematics & * Math Collaborative	1. At least in part, these projects resulted in Atlantic City being removed from the New Jersey Department of Education's list of *districts in need of improvement* in 2010	1. Grant monies in general are diminished because of current fiscal crisis.

			- Using benchmark date to drive instructional decision		
			2. Specialized grant-funded programs/ professional development programs including, but not limited to the following:: *The Bridgeton Consortium* of 4 school districts *Teaching American History Grant* with EHT * Feasibility study in Brigantine * Strategic Plan for Stafford *Perkins Grant-* funded PD in Pinelands Regional * IMPACT Grant funded by Georgian Court	2. Grant-funded projects and specialized services grow annually	2. Monitor grant funded projects
			College for SRI/ETTC to provide PD in Brick Township		
Sustainability Goal Three- Sustainability					

Demonstration Site. Support all initiatives regarding the College's efforts to receive designation as a sustainability demonstration site.					
Sustainability Goal Four- Sustainability Education Programs. Explore developing tracks or a self-standing bachelor's degree in the field of sustainability.	**Sustainability Goal One- A Reading Specialist certification program will be established.**	Reading Specialist Program instituted	NJDOE letter of approval; Number of courses and enrollments	Awaiting first certification as reading specialist in 2011	Evaluate the effectiveness of the program going forward.
	Sustainability Goal Two-An undergraduate INTC minor will be developed.	Instructional Technology Leadership Academy (ITLA) launched Spring 2011	ITLA program launched with student teaching placements for Spring 2011	Number to be enrolled for Spring 2011; program to be assessed	
	Sustainability Goal Three- An INTC technology track within the existing pre-service program will be developed.	Technology for Educators	Number of sections of Technology for Educators increased; change in acronym for this course to more adequately represent the content of the course to INTC from EDUC		Use assessment tools already in place to judge effectiveness of the course.

Appendix II. Stockton Components of Professional Practice

Charlotte Danielson's *Framework for Teaching* (ASCD, 2007)

Components of Professional Practice	
Domain 1: Planning and Preparation *Components (assessed in pre and post observational conferences)* 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 (assessed during observation)* 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 (assessed during observation)* 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 (assessed in pre and post observational conferences)* 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 III. Program Meeting Documentation for 2010-2011

Documentation includes:
- Important Dates for Fall 2010 (distributed to Program faculty)
- Important Dates for Spring 2011 (distributed to Program faculty)
- Summary of all items covered at Program meetings for 2010-2011

<u>Important Dates for Fall 2010 *updated</u>

- **Program meetings**- Wednesdays will be utilized for our program meetings. All faculty involved in these programs are asked to attend. Please mark your calendars for the following meeting dates for Fall 2010:

MAED- September 8th, October 13th, ~~November 10th~~ November 17th , ~~December 8th~~ December 1st
EDUC- September 22nd, October 13th, ~~November 24th~~ November 17th, ~~December 8th~~ December 1st

> *All meetings are from 11-1pm. Please consult the EDUC & MAED shared calendar in MS Outlook for details on room location and information regarding meetings.*

- **Orientation Interviews**- October 12th (Tue) and 13th (Wed) from 4:30-6pm-

  We need as many faculty as possible on these days. This is only for the first 20 minutes for introductions.

- **Preceptorial advising days**- October 26th (Tue) and November 3rd (Wed)-

  All faculty are needed. These are college scheduled days when we advise students and issue permits.

- **Open Houses**- Oct. 17th (Sun), ~~Nov. 5th (Fri)~~ Nov. 7th (Sun), Dec. 5th (Sun), & April 10th (Sun)- all are from approx. 11-1pm

  We need at least two faculty members present at each of these events. It is our chance to talk to potential students and their families about our teacher certification program.

- **New Jersey Education Association Conference**- Nov. 4th (Thurs) and Nov. 5th (Fri)- am and pm session times available

  This is how we reach potential graduate students as well as discuss our program for parents of future teachers. We need faculty representation on both days.

Schedule of Important Education Dates – Spring 2011

Education Program Meetings- All meetings will be from 11-12:30.
- January 26th (EDUC/MAED)
- February 9th (MAED)
- March 9th (MEAD)
- March 23rd (EDUC)
- April 20th (EDUC/MAED)

Graduate Orientations
- New Graduate Orientation- Thursday January 13th 5:00-7:00
- NMAT Student Orientation- Friday January 14th 5:00-7:00

Preceptorial Advising Days
- Tuesday March 29th
- Wednesday April 6th

Open House
- Sunday April 10th

Commencement
- Saturday May 7th

EDUC Spring Retreat for Evaluation of MAED Program Completers
- Tuesday May 10th

Summary of major items reviewed at all Program Meetings held for 2010-2011:

- September 22, 2010
    - RSC Strategic Planning process
    - Searches- Assistant Dean
    - Teacher Ed and Student Teaching Handbook
    - Teacher Training with a Mission Program
    - 4th Annual Equity and Social Justice Conference
    - Teacher Orientation
    - Teacher Education Website
    - Taskforces for 2010-2011
- October 13, 2010
    - Orientation
    - Criminal History Background Review
    - Articulation/Vision Change of Program
    - MAED items
- November 16, 2011
    - MEAD items
    - Search committee for Asst. Prof
    - TEAC & Middle States Preparation
- January 26, 2011
    - Bullying and Harassment Training and NJDOE legislation
    - Preparation for Middle States
    - Certification Coursework Review
    - Issues with preservice teachers in the field
    - Program course expectations
- March 23, 2011
    - Preceptorial advising- review of papers and procedure
    - Advising items of importance
    - PDK request for excellent teachers
    - Review of curriculum worksheet documentation
    - Math content and methods coursework
    - World language and art certifications
    - Open House
    - Printing budget
    - Program Distinction
    - Urban Education
    - Bullying/Harassment training
- April 20, 2011
    - Program Distinction
    - Urban Education
    - Bullying/Harrassment training
    - Middle States/TEAC Preparation
    - Meet and Greet w/Provost and President

Meeting minutes are excluded from report due to identifiers within documentation of faculty, administration, and staff.

Appendix IV- Student Teacher Final Evaluation Data for Fall 2010 & Spring 2011

Student Teacher Data—Fall 2010-Spring 2011

Student Teacher Demographics	Number	Elementary	Secondary	Female	Male	White	African American	Hispanic	Asian	Other
Fall 2010	81	52	29	58	23	73	4	1	0	3
Spring 2011	108	66	42	86	22	102	0	5	1	0
Total 2010-2011	189	118	71	144	45	175	4	6	1	3

Student Teaching Data	Number	Overall Average Final Eval Score	Domain 1 Mean Score	Domain 2 Mean Score	Domain 3 Mean Score	Domain 4 Mean Score
Fall 2010	81	2.39	2.38	2.40	2.39	2.42
Spring 2011	108	2.55	2.53	2.55	2.56	2.59
Total 2010-2011	189	2.48	2.47	2.48	2.49	2.52
A	150	2.539	2.522	2.529	2.543	2.552
A-	22	2.250	2.238	2.229	2.285	2.244
B+	4	2.553	2.50	2.633	2.510	2.592
B	7	2.167	2.10	2.180	2.058	2.364
B-	3	2.381	2.180	2.583	2.128	2.276
Terminated	3					

*Rubric scores are based on a scale from 1-4: 1- unsatisfactory, 2- basic, 3- proficient, & 4- distinguished.
**Domains refer to the Stockton Components of Professional Practice.

Appendix V- Master List of 10-11 Courses taught by Program faculty & adjuncts

COURSE #	COURSE NAME	INSTRUCTOR
BASK 1101	COLLEGE WRITING	MARTIN
EDUC 2551	ELEM. SCHOOL MATH III: GEOMETRY	RODANO
EDUC 2552	ELEM. SCH. MATH III: DATA ANALYSIS	QUINN
EDUC 2553	MIDDLE SCHOOL MATHEMATICS	WU
EDUC 3241	EDUCATION OF CHILDREN WITH SPECIAL NEEDS	CAFFREY
EDUC 3241	EDUCATION OF CHILDREN WITH SPECIAL NEEDS	CARLIN
EDUC 3241	EDUCATION OF CHILDREN WITH SPECIAL NEEDS	LIPPMAN
EDUC 3241	EDUCATION OF CHILDREN WITH SPECIAL NEEDS	MASTERS
EDUC 3241	EDUCATION OF CHILDREN WITH SPECIAL NEEDS	PROCACCINO
EDUC 3241	EDUCATION OF CHILDREN WITH SPECIAL NEEDS	ROBERTS
EDUC 3510	PROGRAM PLAN: HEALTH EDUCATION	FOPEANO
EDUC 3515	FAMILIES, SCHOOLS, & COMMUNITIES	CLEVELAND
EDUC 3515	FAMILIES, SCHOOLS, & COMMUNITIES	DUNLEVY
EDUC 3515	FAMILIES, SCHOOLS, & COMMUNITIES	HALL
EDUC 3515	FAMILIES, SCHOOLS, & COMMUNITIES	MARTIN
EDUC 3515	FAMILIES, SCHOOLS, & COMMUNITIES	PERETTI
EDUC 3610	TECHNOLOGY FOR EDUCATORS	HARVEY
EDUC 3620	EDUC LAW TUT	LATOURETTE
EDUC 4101	INTRODUCTORY FIELDWORK IN EDUCATION	BOAKES
EDUC 4101	INTRODUCTORY FIELDWORK IN EDUCATION	GIAQUINTO
EDUC 4101	INTRODUCTORY FIELDWORK IN EDUCATION	LEBAK
EDUC 4101	INTRODUCTORY FIELDWORK IN EDUCATION	TINSLEY
EDUC 4105	LITERACY DEVELOPMENT	LAFAVE
EDUC 4105	LITERACY DEVELOPMENT	TINSLEY
EDUC 4105	LITERACY DEVELOPMENT	WHITAKER-VOLTURO
EDUC 4110	METHODS OF TEACHING READING & LANG ARTS: ELEM	HORNER
EDUC 4110	METHODS OF TEACHING READING & LANGUAGE ARTS:ELEM	MOHR
EDUC 4120	TEACHING READING IN THE CONTENT AREA:SEC	MONILLAS
EDUC 4150	METHODS OF TEACHING ELEMENTARY MATH	BOAKES
EDUC 4200	PRACTICES & TECHNIQUES OF TEACHING	ERVIN
EDUC 4200	PRACTICES & TECHNIQUES OF TEACHING	GIAQUINTO
EDUC 4200	PRACTICES & TECHNIQUES OF TEACHING	LEBAK
EDUC 4200	PRACTICES & TECHNIQUES OF TEACHING	TINSLEY
EDUC 4204	LANGUAGE AND INTERCULTURAL COMMUNICATION	SPITZER
EDUC 4201	CURRENT ISSUES IN ESL/BE	JASINSKI
EDUC 4600	INTERMEDIATE FIELDWORK IN EDUCATION: ELEM	BOAKES
EDUC 4600	INTERMEDIATE FIELDWORK IN EDUCATION: SEC	CLEVELAND
EDUC 4600	INTERMEDIATE FIELDWORK IN EDUCATION: ELEM	DEHORSEY

EDUC 4600	INTERMEDIATE FIELDWORK IN EDUCATION: ELEM	NOVASACK
EDUC 4600	INTERMEDIATE FIELDWORK IN EDUCATION: ELEM	TINSLEY
EDUC 4600	INTERMEDIATE FIELDWORK IN EDUCATION: ELEM	VAUGHAN
EDUC 4601	METHODS OF TEACHING ENGLISH	BLAIR
EDUC 4605	METHODS OF TEACHING SOCIAL STUDIES	CLEVELAND
EDUC 4605	METHODS OF TEACHING SOCIAL STUDIES	MARTIN
EDUC 4606	METHODS OF TEACHING SCIENCE & MATH	CARO
EDUC 4606	METHODS OF TEACHING SCIENCE	ERVIN
EDUC 4607	METHODS OF TEACHING WORLD LANGUAGE	EWART
EDUC 4608	METHODS OF TEACHING ART	YOAST
EDUC 4610	CURRICULUM & METHODS IN ELEMENTARY EDUCATION	DEHORSEY
EDUC 4610	CURRICULUM & METHODS IN ELEMENTARY EDUCATION	LEBAK
EDUC 4610	CURRICULUM & METHODS IN ELEMENTARY EDUCATION	NOVASACK
EDUC 4610	CURRICULUM & METHODS IN ELEMENTARY EDUCATION	VAUGHAN
EDUC 4710	METHODS OF TEACHING/BE	STEINACKER
EDUC 4990	STUDENT TEACHING	
EDUC 4991	STUDENT TEACHING SEMINAR: ELEMENTARY	DOLTON
EDUC 5301	ECOLOGY & ENVIRONMENTAL SCIENCE	FURGIONE
EDUC 4991	STUDENT TEACHING SEMINAR: SECONDARY	GATTO
EDUC 5410	DIFFERENTIATED W/ INSTRUCTION	WILLIAMS
GAH 1360	TOPICS IN AFR AM HIST & CUL: EVOL OF BLK ED IN US SOCIETY	CLEVELAND
GAH 1610	INTRODUCTION TO LANGUAGE	SPITZER
GAH 2330	THEORY & PRACTICE OF LANGUAGE	SPITZER
GAH 2342	LIVING IN THE DIGITAL WORLD	HARVEY
GEN 1045	FINANCIAL LITERACY & CAPABILITIES	FIGART
GEN 1120	RHETORIC & COMPOSITION	SPITZER
GEN 1271	ACADEMIC ENGLISH WORKSHOP	SPITZER
GEN 2101	LEADERSHIP, STRATEGY, AND CHANGE	MARCHETTI
GEN 2104	STOCKTON & HIGHER EDUCATION	RADWANSKI
GEN 2108	TEACHING WITH WEB 2.0	ACKERMAN
GEN 3245	MULTICULTURAL CHILDREN'S LITERATURE	HORNER
GEN 3245	MULTICULTURAL CHILDREN'S LITERATURE	STEINACKER
GIS 4623	DIGITAL CULTURE	LEE
GNM 1110	AGAINST ALL ODDS	CARO
GNM 1124	SURVEY OF MATHEMATICS	QUINN
GNM 2138	SCIENTIFIC INQUIRY	ERVIN
GNM 2257	ART & MATH OF ORIGAMI	BOAKES
GSS 1044	DIVERSITY ISSUES	CLEVELAND
GSS 1062	DISABILITIES & DIGNITY	MEYERS
GSS 2342	PATHWAYS TO LEARNING	SHARP
GSS 3169	THE VETERAN EXPERIENCE	CARO

GSS 3360	SCHOOLS OF THE FUTURE	NEY
GSS 3360	SCHOOLS OF THE FUTURE	TOSCANO
GSS 3360	SCHOOLS OF THE FUTURE	COLE-WOODSON
GSS 3360	SCHOOLS OF THE FUTURE	DELLA BARCA
GSS 3620	GRASSROOTS URBAN EDUCATION REFORM	MARTIN
INTC 3610	TECHNOLOGY FOR EDUCATORS	CARO
INTC 3610	TECHNOLOGY FOR EDUCATORS	FOSTER
INTC 3610	TECHNOLOGY FOR EDUCATORS	HARVEY
INTC 3610	TECHNOLOGY FOR EDUCATORS	PUGGI
INTC 3610	TECHNOLOGY FOR EDUCATORS	SARRAIOCCO
INTC 3610	TECHNOLOGY FOR EDUCATORS	TAYLOR
LITT 4354	SPECIAL TOPICS- APPROACHING THE POEM	MURPHY

Appendix VI. Scholarly Activities Report 10-11 of Program faculty

TYPE	SCHOOL	NAME	CITATION
Scholarly Activity 2010-2011			
Awards and Grants	EDUC	Boakes, Norma	Quantitative Reasoning Across the Disciplines Summer Institute participant
Awards and Grants	EDUC	Boakes, Norma	*Impact by the Shore- Improving Partnerships and Collaboration for Teaching*. Grant awareded to SRI-ETTC. Role: Grant Project Faculty
Awards and Grants	EDUC	Figart, Deborah	Awarded Grant, Wells Fargo-Wachovia Foundation. "Atlantic City School District hands on Banking Teacher Training: K-12." 20 Jul 2010.
Awards and Grants	EDUC	Figart, Deborah	Awarded Grant. TD Bank. "Teacher Training In Financial Literacy." Oct 2010.
Awards and Grants	EDUC	Figart, Deborah	Ludwig Mai Service Award for exceptional service to the Association for Social Economics, an international association devoted to issues of economic justice, Denver. 8 Jan 2011.
Awards and Grants	EDUC	Spitzer, Lois	Awarded Grant. New Jersey Department of Education. "Sheltered Instruction Observation Protocol Institute." Sep 2010.
Awards and Grants	EDUC	Spitzer, Lois	Awarded Grant. New Jersey Department of Education. "Sheltered Instruction Observation Protocol Institute." Sep 2010.
Board	EDUC	Boakes, Norma	*Association of Mathematics Teachers of New Jersey (AMTNJ)-* Elected to Executive Committee Member, Student Volunteer Chair for Annual Conferences & Assistant Editor of the NJ Mathematics Teacher Journal (of AMTNJ). *37 EDUC students served as volunteers for the 2010 Annual Conference.
Board	EDUC	Caro, Ron	New Jersey Association for Educational Technology (NJAET)-elected to Board
Board	EDUC	Caro, Ron	Stockton Veteran Advisory Board member
Boards	EDUC	Figart, Deborah	Member of Board, Atlantic County Advisory Commission on Women. 2011.
Boards	EDUC	Figart, Deborah	Elected Vice Chair/Vice President. New Jersey Coalition for Financial Education. 2011 & 2012.
Boards	EDUC	Figart, Deborah M.	Appointed Board Member. Navadebt, aka Garden State Consumer Credit Counseling. Aug 2010 - no end date.
Boards	EDUC	Figart, Deborah M.	Appointed Board Member. New Jersey Financial Literacy Summit Planning Committee. 1 Jun 2010 - 31 Dec 2010.

Boards	EDUC	Mulholland, Rita	Chair, Governance Committee/Division of International Special Education and Services (DISES): Responsible for carrying out the election process of the Corporation and for recommending amendments to the Constitution and Bylaws, as necessary. Responsible for recruiting and screening members and keeping everything staffed and functioning
Boards	EDUC	Spitzer, L.	Invited Member, 2020 Strategic Planning Initiative: Global Perspectives Team (2010-present)
Boards	EDUC	Spitzer, L.	Invited Member, American Council on Education Internationalization Lab (2010-present); Member of two subcommittees- Internationalization of Courses & Faculty and Student Perceptions of Internationalization, Foreign Language Study.
Boards	EDUC	Spitzer, L.	Member, Search committee for Director of International Services (spring 2011).
Boards	EDUC	Spitzer, L.	Member- Internationalizing the Curriculum Committee (2009-present).
Boards	EDUC	Spitzer, L.	Invited Member, New Jersey State Advisory Committee on Bilingual Education (2010-present).
Boards	EDUC		Member- Stockton Advising Council (2010-present).
Presentations	EDUC	Blecker, Norma	(11-13 Nov 2010). Williams, C., Briggs, C., Co-presentors. Concepts, Rigor, Relevance in 21st Century: Getting to the Heart, the Interactio nand the Outcome. 57th Annual Convention, Atlanta.
Presentations	EDUC	Boakes, Norma	Harvey, D., Boakes, N., Jargowski, K, Kees, M, & Smolucha, L. (March 2011). *Use of iPods to increase self efficacy and integration of technology in the fieldwork experiences of pre-service teachers.* Presentation at the Stockton College Day of Scholarship, Pomona, NJ.
Presentations	EDUC	Boakes, Norma	Three-year grant funded by the New Jersey Department of Education. Principle Investigator: Patti Weeks, SRI-ETTC, Richard Stockton College
Presentations	EDUC	Ervin, Jeremy	(10-13 Mar 2011). Ervin, J. Educating Beyond the Classroom: Community Service Projects. National Science Teachers Association National Convention. San Francisco.
Presentations	EDUC	Ervin, Jeremy	(10-13 Mar 2011). Ervin, J. Using Action Research for Professional Development in a Math Science Partnership (MSP) Cohort. National Science Teachers Association National Convention. San Francisco.
Presentations	EDUC	Figart, Deborah	(27 Jun 2010 - 1 Jul 2010). Teaching Financial Literacy in the Wake of the Economic Crisis. Thirteenth World Congress of Social Economics, Montreal, Canada.

Presentations	EDUC	Figart, Deborah	(5 Aug 2010). Credit, Loans and Careers. <u>HSBC National Center for Economic and Financial Education</u>, New York, NY.
Presentations	EDUC	Lebak, Kimberly	(24-26 Feb 2011). Tinsley, R., Co-presenter. Video Centered Communities of Practice: Putting Video and Collaborative Reflection at the Center of Teacher Development. <u>The American Association of Colleges of Teacher Education Annual Conference (AACTE) - Telling the Story: Writing the Next Chapter</u>, San Diego.
Presentations	EDUC	Lebak, Kimberly	(24-26 Feb 2011). Tinsley, R., Co-presenter. Mirror, Lens, and Artifact: Teachers Collaboratively Reflect on Videos of their Teaching to Transform Practice. <u>American Association of Colleges of Teacher Education (AACTE) Annual Conference - Telling the Story: Writing the Next Chapter</u>, San Diego
Presentations	EDUC	Lebak, Kimberly	(19-23 Jan 2011). Tinsley, R., Co-presenter. Action Research in Science Teacher Education. <u>Association of Science Teacher Educators (ASTE) Annual Conference</u>, Minneapolis.
Presentations	EDUC	Lebak, Kimberly	(3-6 April 2011).Tinsley, R., Co-presenter. Developing Preservice Science Teachers in Video-Centered Communities of Practice. <u>National Association of Research in Science Teaching (NARST) Annual Conference</u>, Orlando.
Presentations	EDUC	Lebak, Kimberly	(8-12 April 2011). Tinsley, R., Co-presenter. Our Evolving Model for Action Research: A Living Theory of Reflective Practitioner Development. <u>American Association of Educational Research Annual Conference</u>, New Orleans.
Presentations	EDUC	Lebak, Kimberly	(8-12 April 2011). Tinsley, R., Co-presenter. Gauging the Impact of Video-Centered Communities of Practice. <u>American Association of Educational Research Annual Conference,</u> New Orleans.
Presentations	EDUC	Meyers, Shelly	The Situated learning instructional model improves outcomes for both teaching and learning. CEC National Convention and Expo April 27, 2011 Washington, DC
Presentations	EDUC	Meyers, Shelly	(4 Nov 2010). Situated Learning: An Innovative Teacher Preparation Model for the 21st Century. <u>Council of Exceptional Children (CEC) Teacher Educations</u>, St. Louis.
Presentations	EDUC	Mulholland, Rita	(11-14 Jul 2010). Defining an Inclusive Curriculum: Using Concepts and Generalizations to Develop Essentail Questions. <u>International Special Education Conference</u>, Riga, Lativa.
Presentations	EDUC	Mulholland, Rita	(2011) Second Life: NJEDge 12th Faculty Best Practice Showcase. Presented at non-profit technology consortium of academic and research (Second Life: Graduate Program)

Presentations	EDUC	Spitzer, L.	(October 2010). Advising non-native English-speaking students. Advising Colloquia sponsored by the Stockton Center for Academic Advising and the Stockton Advising Council. (Invited).
Presentations	EDUC	Spitzer, Lois	(3-7 Oct 2010). How does a college with no English language support services provide helpful academic advisement to its ESL and international students? Fast Pass to Success Conference, Orlando.
Presentations	EDUC	Tinsley, Ron	(24-26 Feb 2011). Lebak, K., Co-presenter. Video Centered Communities of Practice: Putting Video and Collaborative Reflection at the Center of Teacher Development. The American Association of Colleges of Teacher Education Annual Conference (AACTE) - Telling the Story: Writing the Next Chapter, San Diego.
Presentations	EDUC	Tinsley, Ron	(24-26 Feb 2011).Lebak, K., Co-presenter. Mirro, Lens, and Artifact: Teachers Collaboratively Reflect on Videos of their Teaching to Transform Practice. American Association of Colleges of Teacher Education (AACTE) Annual Conference - Telling the Story: Writing the Next Chapter, San Diego
Presentations	EDUC	Tinsley, Ron	(19-23 Jan 2011). Lebak, K., Co-presenter. Action Research in Science Teacher Education. Association of Science Teacher Educators (ASTE) Annual Conference, Minneapolis.
Presentations	EDUC	Tinsley, Ron	(3-6 April 2011). Lebak, K., Co-presenter. Developing Preservice Science Teachers in Video-Centered Communities of Practice. National Association of Research in Science Teaching (NARST) Annual Conference, Orlando.
Presentations	EDUC	Tinsley, Ron	(8-12 April 2011). Lebak, K. Co-presenter. Our Evolving Model for Action Research: A Living Theory of Reflective Practitioner Development. American Association of Educational Research Annual Conference, New Orleans.
Presentations	EDUC	Tinsley, Ron	(8-12 April 2011). Lebak, K. Co-presenter. Gauging the Impact of Video-Centered Communities of Practice. American Association of Educational Research Annual Conference, New Orleans.
Published Works	EDUC	Blecker, Norma	(2010). Mulholland, R., Meyers, S., Co-authored. The value of using interactive multi-media technology in a teacher education program: A model for multimodality instructional technique. Journal of College and University Media Review. #15.
Published Works	EDUC	Boakes, Norma	Blecker, N. & Boakes, N. (2010). Creating a learning environment for all children: are teachers able and willing? International Journal of Inclusive Education, 14(5). 435-447.
Published Works	EDUC	Boakes, Norma	Boakes, N. (2011). Origami and spatial thinking of college-age students. In Lang, R. (Ed.) *Origami5: Fifth International Meeting of Origami Science, Mathematics, and Education*. London, England: AK Peters, LTD.

Published Works	EDUC	Figart, Deborah	(2011). Marangos, J., Co-editor. Living Standards and Social Well-Being. London: Routledge.
Published Works	EDUC	Figart, Deborah	(2010). Book Review of Busted: Inside the Great Mortgage Meltdown. Journal of Financial Counseling and Planning, 21.1, 71-73.
Published Works	EDUC	Figart, Deborah	(2010). Editorial: Teaching during the Global Financial Crisis. International Journal of Pluralism and Economics Education, 3(1), 236-241.
Published Works	EDUC	Figart, Deborah	(2011). Teaching Financial Literacy in the Wake of the Financial Crisis. Martha A. Starr (Ed.), Consequences of Economic Downturn: Beyond the Usual Economics 239-257.
Published Works	EDUC	Lebak, Kimberly	(2010). Tinsley, R., Co-authored. Can Inquiry and Reflection be Contagious? Science Teachers, Students, and Action Research. Journal of Science Teacher Education21(8). Http://www.springerlink.com/content/q5t4711461631372
Published Works	EDUC	Meyers, Shelly	(2010). Mulholland, R., Blecker, N., Co-authored. The value of using interactive multi-media technology in a teacher education program: A model for multimodality instructional technique. Journal of College and University Media Review. #15.
Published Works	EDUC	Mulholland, Rita	(2010). Ferretti, M., Co-publisher. Using Literature Circles with Low Achieving Middle School Students to Improve Reading Comprehension and Student Motivation. Florida Reading Journal. 46.33, 6-9.
Published Works	EDUC	Mulholland, Rita	(2010). Meyers, S., Blecker, N., Co-authored. The value of using interactive multi-media technology in a teacher education program: A model for multimodality instructional technique. Journal of College and University Media Review. #15.
Published Works	EDUC	Spitzer, Lois	(2010). Personality or Pedagogy: Which Personal Characteristics are Important for ESL Teachers to Possess and What Role do they Play Compared to Formal Pedagogical Training in ESL According to Experienced ESL Teachers? (Part 2). Studies in Learning, Evaluation, Innovation and Development Journal. 7.1, 61-71.
Published Works	EDUC	Tinsley, Ron	(2010). Lebak, K., Co-authored. Can Inquiry and Reflection be Contagious? Science Teachers, Students, and Action Research. Journal of Science Teacher Education21(8). Http://www.springerlink.com/content/q5t4711461631372
Service	EDUC	Boakes, Norma	Program Coordinator of the Teacher Education Program (elected position)
Service	EDUC	Boakes, Norma	Middle States Reaccreditation Team Member of Standards 11, 12, & 13 (Curriculum)
Service	EDUC	Boakes, Norma	Faculty Senate At- Large Member (elected position)
Service	EDUC	Boakes, Norma	Day in the Life at Stockton Course Presentation

Service	EDUC	Boakes, Norma	Search committee member for 3 searches: Asst. Prof. Language Arts Literacy, Assistant Dean of Education, & Dean of Education
Service	EDUC	Boakes, Norma	Open House Presentations for Teacher Education Program (10/17, 11/5, 12/5, & 4/10)
Service	EDUC	Boakes, Norma	Instructional Technology Leadership Academy Task Force Member and ITLA instuctor (Fall 2011)
Service	EDUC	Caro, Ron	Task Force member on Internationalizing the Curriculum & International Studies Minor & Creation of Director of the Office of International Services (OIS)
Service	EDUC	Caro, Ron	Search Committee member for Asst/Assoc Prof Education- Science/Literature/Early Education & Dean of School of Education
Service	EDUC	Caro, Ron	Director of the 4th Annual Conference on Equity & Social Justice Conference
Service	EDUC	Caro, Ron	Stockton College Middle States Re-Accreditation Team member: Standard Ten (Recruitment & Nondiscrimination Practices) - How are the College's recruitment and nondiscrimination practices impacting the number of woman and minorities on the faculty? What changes might enhance faculty diversity?
Service	EDUC	Caro, Ron	Technology and Media Standing Committee member
Service	EDUC	Caro, Ron	Instructional Technology Leadership Academy Task Force member
Service	EDUC	Caro, Ron	Director of Teacher Training with a Mission (TTM) grant funded project
Service	EDUC	Ervin, Jeremy	2010-2011 NJ Project Learning Tree Advisory Committee, Purpose is to advise and provide input and partnership support for NJ Project Learning Tree, which is the first national environmental education curriculum.
Service	EDUC	Ervin, Jeremy	(28 Jan 2011) Awarded - 2010 Gold Triple Crown Award @ the Alliance for NJ Environmental Education 26th Annual Conference. Plainsboro, NJ.
Service	EDUC	Ervin, Jeremy	(2011) Article Reviewer for The Journal of Research in Science Teaching.
Service	EDUC	Meyers, Shelly	Companion Training Program: A partnership between a college, public school and community agency. PA Campus Compact: A place matters. Higher Education and Community Development-annual conference, Pennsylvania, April 1, 2011
Service	EDUC	Mulholland, Rita	Ementor/Academic Support for Distributed Education (09-11): Participate in mentoring faculty with the goal of strengthening their use of academic technologies.
Service	EDUC	Mulholland, Rita	Functional Behavior Support (2007-Present). Atlantic, Cape May Counties; Conduct many classroom and home observations while developing Functional Behavioral Assessments in order to provide staff and family with strategies.

Service	EDUC	Mulholland, Rita	Workshop Presenter (Oct 10): Woodbine School District: Presented workshop on working with struggling learners.
Service	EDUC	Mulholland, Rita	Workshop Presenter (Sept 10): Ventnor School District: Presented workshop on assistive technology.

Appendix VII. Congressional Visitation Legislative Highlights for the Stockton Teacher Education Program- June 2011

Washington DC Congressional visit June 21-23, 2011

Highlight Information Sheet

Teacher Certifications/Degrees Granted

- As of June 9, 2011, Stockton recommended 228 students for a total of 318 certifications to the New Jersey Department of Education during the 2010-11 academic year. For FY2011, as of June 14, 2011 there were 181 degrees conferred in the post-baccalaureate teacher education program (TEDU), 37 degrees conferred in the Master of Arts in Education (MAED), and 20 degrees conferred in the Master of Arts in Instructional Technology program (MAIT).

- For the Academic Year 2009-10, Stockton recommended 218 students for a total of 328 certifications. For FY2010, there were 188 degrees conferred in TEDU, 29 degrees conferred in MAED, and 22 degrees conferred in the MAIT.

- For Academic Year 2008-09, Stockton recommended 242 students for a total of 336 certifications. For FY2009, there were 195 degrees conferred in TEDU, 22 degrees conferred in the MAED, and 14 degrees conferred in MAIT.

- A complete breakout of our certifications by program can be found at the end of this document.

Evaluation of Student Teacher Performance

- During our **Introductory Semester**, preservice teachers take 4-6 credits in pedagogy courses. In addition, an 80 hour fieldwork experience in a K-12 school is completed requiring preservice teachers to observe and reflect on instruction under the guidance of a cooperating teacher and college faculty. Preservice teachers are evaluated on course grades and evaluations completed by the cooperating teacher.

- During our **Intermediate Semester**, preservice teachers take 6-7 credits in methods of teaching courses. In addition, an 80 hour fieldwork experience in a K-12 school is completed requiring preservice teachers to observe and teach lessons under the guidance of a cooperating teacher and college faculty. Preservice teachers are evaluated on course grades and teaching evaluations completed by the cooperating teacher.

- During **Student Teaching** (15 weeks), preservice teachers assume classroom teaching duties under the guidance of cooperating teachers and college supervisors who evaluate their students' learning outcomes under Domains 2, 3, and 4 of the Danielson rubrics. Positive student learning outcomes are required for earning certification under our assessment framework.

Partnerships with K-12 schools for New Teacher Effectiveness

- Richard Stockton College develops cohorts in area school districts that allow us to build partnerships with the K-12 schools. Although the cohorts are not strictly for new teachers, many of our students in these cohorts are relatively new teachers working to develop as effective teachers.
- The Southern Regional Institute (SRI) and Educational Technology Training Center (ETTC), a branch of the School of Education, provides year round professional development opportunities for preK-12 practicing teachers, technology coordinators, school administrators, and other professionals who offer support services to schools. SRI-ETTC works with school districts in four counties and represents 90,000 students and more than 24,000 educators.

Partnership with faculty in other Schools at Richard Stockton College of NJ:

Following are some examples of how School of Education (SOE) faculty and staff collaborate with faculty in our School of Natural Sciences and Mathematics (NAMS), our School of Social and Behavioral Sciences (SOBL), and our School of Arts and Humanities (ARHU):

- SOE worked with NAMS to develop a math course that is helpful for students planning to take the middle school math Praxis II test.
- SOE worked with NAMS to develop a course in Earth and Space Science that is helpful for students planning to take the Praxis I middle school science test.

- SOE worked with SOBL to expand the list of courses acceptable for the Literary Methodologies requirement.
- SOE worked with SOBL, NAMS, and ARHU to update the English, social studies, math, biology, and earth science curriculum worksheets.
- In support of urban education coursework, SOE faculty is collaborating with ARHU faculty and administration to develop an African Studies course.
- SOE is working with SOBL to review core course offerings, particularly in the area of educational psychology.

Working with diverse learners, including English language learners and students with disabilities

- Preservice elementary teachers are required to take a Literacy Development course that highlights methods for working with ELL and special needs students. Most recent textbook adoption stresses the roles of Response to Intervention (RTI) and Sheltered Instruction Observation Protocol (SIOPP) in the general education classroom.

- All preservice teachers are required to take the course, Educating Students with Special Needs. The course focuses on students with exceptionalities and English Language Learners. Curriculum differentiation, assistive technology and IEPs are incorporated in the course curriculum.

- At the graduate level in the special education endorsement program, graduate students work with

local area students having exceptional learning needs as well as adult clients of The Arc.

Urban and Rural Schools Collaborations   2

- Stockton has entered a formal partnership with the Atlantic City Board of Education that has enhanced service learning support for urban schools in Atlantic City. Over the past two years, Stockton students have earned college credit while providing service to all 11 AC schools. Service provided has included: homework assistance/mentoring, school and community gardens, school murals, inaugural year of Campus Kitchen at Atlantic City, an antihunger program based out of Atlantic City High School, nutrition education, physical education including tennis and yoga, and health assessments from Stockton nursing students.

- Faculty members collaborate to provide "Teacher Training with a Mission" at the Atlantic City Mission/Homeless Shelter involving pre-service teachers who gain urban diversity and multicultural experience working with homeless youth.

- Fieldwork placements for pre-service teachers require at least three placements in K-12 schools that provide exposure to diverse and multi-cultural classroom environments including a required placement in a district factor group (DFG) A or B school.

New teacher mentoring, induction and retention programs

- During Introductory Fieldwork (80 hours) and Intermediate Fieldwork (80 hours) college faculty

maintain online contact with cooperating teachers to clarify program expectations and support preservice teacher development.

- During Student Teaching (15 weeks) college supervisors maintain contact with cooperating teachers and provide hands-on support in the classroom to develop preservice teachers.

Integrating Technology into Student Teacher Training

- Using an ongoing review process, the SOE programs have kept an introductory technology course, Instructional Technology for K-12 Teachers, updated to reflect the latest technologies and approaches used in K-12 classrooms. As a required course, the course places an emphasis on learning by doing, with students creating portfolios of technology-based lessons and learning activities they design as part of the course.

- The Instructional Technology Leadership Academy has been implemented to extend the experiences and technology skills of a select group of pre-service teachers (approximately10-20 per term). Using an integrated approach, students are provided with: a. Special fieldwork experiences with tech-savvy practicing teachers; b. 4 credits of advanced technology coursework which are coordinated with their practices and techniques and curriculum coursework; c. extra-curricular opportunities to spend time with practicing teachers, visit schools, and attend conferences. In this way, a learning community is built focused on technology integration.

DOE Certification	Teacher Assignment	DOE Standard: Becoming HQ	RSC School Of Education Program Requirements
P-3	K-3	Pass Praxis II Elementary Content Knowledge Test **Or** Pass Praxis P-3 (effective Dec. 1, 2007)	**Graduate Program meets and exceeds these requirements**
K-5	K-5	Pass Praxis II Elementary Content Knowledge Test	**Post -Baccalaureate Program meets and exceeds this requirement**
N-8	K-8 Self-Contained	Pass Praxis II Elementary Content Knowledge Test	**Does Not Apply RSC does not certify in this area**
N-8	6-8 Departmentalized	Pass Praxis II Middle Content Test **Or** Undergraduate/graduate major in the content **Or** 30 credits in the content **Or** National Board Certification in the content	**Does Not Apply RSC does not certify in this area**
K-5 Plus Middle School Subject Matter Specialization Endorsement	6-8 Departmentalized	Middle School Endorsement, which includes: Praxis II Middle School Content Test **and** 15 credits in the content **and** course in the characteristics of child and adolescent development	**Post -Baccalaureate Program meets and exceeds this requirement**
P-12 (Content Instructional Certificate)	6-8 Departmentalized or 9-12 Departmentalized	P-12 Content Instructional Certificate	**Post -Baccalaureate Program meets and exceeds this requirement**

As evidenced by the New Jersey Department of Education Alignment of Certification Requirements (below) and the RSC School of Education Program Requirements (Column 4), our certification programs meet or exceed the standards set by New Jersey for *highly qualified teachers.*

- Because Stockton's Teacher Education program is a Post-baccalaureate Program, all of our students possess a first degree/major. Through our advisement many students have opted for a first degree in a content area [math, science, language, social studies/history, etc.]. We have always *highly* recommended that our elementary education candidates become middle school specialists in two or more content areas. Receiving certifications in additional middle school content areas also makes our students much more marketable when interviewing for teaching positions.

- The MAED program offers graduate level content area specializations in math, language arts/literacy, and science. The courses are aligned to the NJCCCCS and are designed for elementary teachers to become highly qualified in a content area.

Stockton's Response to "No Child Left Behind" and highly qualified teacher" mandates.

New Jersey Department of Education Highly Qualified Teacher Requirements As of July 2010

Richard Stockton College of New Jersey Teacher Certifications 2008 - present

EDU

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011*
Elementary	55	83	51	80	58	61
Middle School Language Arts	13	21	12	30	24	14
Middle School Science	8	8	9	7	7	4
Middle School Mathematics	13	12	6	17	13	13
Middle School Social Studies	7	13	5	11	11	4
Middle School World Language						
Art	2	0	4	4	4	4
Social Studies	9	8	10	9	9	8
Mathematics	1	3	4	4	3	6
English	9	12	12	9	9	11
Biological Science	5	5	2	7		10
Physical Science						
Physics		1		1		
Chemistry	1					
Earth Science						
French		1				
Spanish	2		1		1	2
Latin						
ESL	15	7	2	5	7	7
Supervisor	3	4	1	13	6	2
Teacher of Students w/Disabilities	10	5	4	8	6	3
LDTC/C					3	1
Pre-School/Gr 3					5	
SAC					1	1
Total Certifications	**153**	**183**	**123**	**205**	**167**	**151**
Unduplicated Headcount	**112**	**130**	**90**	**128**	**112**	**116**
Program Completers:						
Teacher of Students w/Disabilities	**5**	**8**	**10**	**6**	**12**	**16**
ESL Program Completers		7	2		2	3
Pre-School/Gr3					3	1
Supervisor					2	
LDTC/C					1	1
SAC						1

*Totals are as of June 9, 2011

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Appendix VIII. Danielson Framework and NJPST Alignment Documentation

Teacher Education Program Claims Our novice teachers:	Alignment to Danielson Framework	Direct & Indirect Measures
1. …demonstrate competence in the subject matter they will teach.	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	**Direct measures** • Praxis I scores • Praxis II scores **Indirect measures** • Undergraduate GPA • Major GPA • Exit survey • Alumni Survey

2. …**understand and apply appropriate pedagogy.**	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
		Direct measures
		• Student Teaching Summative Evaluation
		
		Indirect measures
		• Education/Pedagogy Course Grades
		  ➢ 4200
		  ➢ 4110
		  ➢ 4120
		  ➢ 4150
		  ➢ 460X
		  ➢ 4610
		  ➢ 4991
		• Intro & Intermediate Fieldwork Journals (grades for EDUC 4101 & EDUC 4600)
		• Exit survey
		• Alumni Survey

3. …demonstrate caring teaching practices in diverse classroom settings.	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	**Direct measures** • Student Teaching Summative Evaluation **Indirect measures** • Exit survey • Alumni survey • Fieldwork feedback forms (from coop. teacher) • Education Experiential Course Grades ➢ 3515

	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	➢ 4101 ➢ 4600 ➢ 4990

NJ DOE Alignment of New Jersey Professional Standards for Teachers and Danielson's Framework for Teaching		
NJPST Standard 1: Subject Matter Knowledge	*Danielson's Framework Component*	*Performance for Standard 1*
Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.	**1a: Demonstrating knowledge of content and pedagogy** ∗ Knowledge of Content and the Structure of the discipline ∗ Knowledge of Prerequisite Relationships ∗ Knowledge of Content-related Pedagogy **1e: Designing coherent instruction** ∗ Learning Activities ∗ Instructional Materials and Resources ∗ Instructional Groups ∗ Lesson and Unit Structure **Common Theme: Developmental Appropriateness**	**Teachers behaviors:** ∗ Ask higher order questions; ∗ Student activities that promote problem-solving and decision-making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline; ∗ Use of multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understanding; and ∗ Evaluate teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts.
NJPST Standard 2: Human Growth and Development	Danielson's Framework Component	Performance for Standard 2
Teachers shall understand how children and adolescents develop and learn in a variety	**1b: Demonstrating knowledge of students** ∗ Knowledge of Child and	**Teachers apply:** ∗ Learning theory to accommodate differences

of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.	Adolescent Development ∗ Knowledge of the Learning Process ∗ Knowledge of Students' Skills, ∗ Knowledge and Language Proficiency ∗ Knowledge of Students' Interest and Cultural Heritage ∗ Knowledge of Students' Special Needs **1e: Designing coherent instruction** ∗ Learning Activities ∗ Instructional Materials and Resources ∗ Instructional Groups ∗ Lesson and Unit Structure **Common Theme: Developmental Appropriateness**	in student intelligence, perception, cognitive style and achievement levels.