

Program Coordinator's Report 2011-2012

School of Education

Norma Boakes, Ed.D.

6/29/2012

Education – 2011/12 Coordinator's Report

Introduction

In the last two years, the EDUC Program has seen a great deal of change and transition. At this time last year we were searching for a new Dean of Education to replace our Interim Dean of the School of Education, Joe Marchetti. We have since, as of this April, gained a new Dean of the School of Education, Claudine Keenan. We also welcomed a new Assistant Dean, Pamela Vaughan, who is just finishing her first academic year with us. In addition to administration, we have also seen flux in our faculty. We have two faculty members retiring, one in June 2012 and one in December 2012. To fill the vacancies, we have hired one new tenure-track faculty member who will begin in September. We are in the midst of an active search for another faculty member to replace the second faculty position open. Finally, we have welcomed a new faculty member last year who has, to date, finished her first academic year with us.

Change has not been reserved to just administration and faculty. Our actual physical location of our School of Education has shifted as well. We have had, to date, endured 3 moves of the School of Education in preparation for a new set of facilities slated to be ready by August 2012. Many of our faculty has also experienced moves to accommodate for the many changes to School and faculty offices the College has as part of the facilities upgrades. The change, though challenging at times, is a welcome one that provides the School of Education with a number of new features including 2 dedicated classrooms, a new layout for our office staff, and faculty offices in the vicinity of the School of Education office.

The Teacher Education Program, among all these shifts, has continued to work to sustain a quality program. This report details all that we have accomplished this academic year and where we are headed in the future.

Respectfully prepared & submitted,
Norma Boakes, Ed.D.
Program Coordinator (2010-present)

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Goals from Academic Year 2011-12

The Teacher Education Program presented both initiatives and goals for the 2011-2012 academic year. These were included as part of the 10-11 EDUC Coordinator's Report. These are itemized below then discussed by category. Additional details on program meetings, Taskforce work, and other related activities to the TEDU Program are found in the Appendices of this report.

2011-2012 School of Education Goals (aligned to Stockton's 2020 Strategic Plan)

Learning Goals:

- **Complete necessary review and preparation of materials for reaccreditation of TEDU Programs.**

The School of Education (SOE) went through Teacher Education Accreditation Council (TEAC) in 2008 and was accredited with stipulations. These stipulations were removed by TEAC in 2010. The TEAC Annual Report was prepared and submitted in August 2011 (see Appendix I). Work from this year related to preparations for full accreditation includes:

- Digital storage of sample fieldwork journals on shared EDUC drive
- Documentation of student teaching performance
 - Collection of college supervisor final evaluations of student teachers digitally through Zoomerang as of Fall 2011
 - Collection of student teachers' formally observed lessons via the web-based program Taskstream including feedback received from college supervisors
- Update to the School of Education Exit Survey taken by all program completers at the end of their student teaching experience including full online submission via Zoomerang and a new section on TEDU program services

- **Begin to prepare for TEAC New Program Accreditation**

The TEDU program has begun preparations for accreditation by working on the clarification of curriculum, review of current courses within the program, and actions related to advising. These include:

- Review and update of all TEDU certification paths (elementary & secondary) and curriculum worksheets to align to NJDOE standards for teacher licensure.
- Review and update of TEDU required program courses for alignment and structure. Taskforces were formed then all decisions were shared with the respective program faculty. (See Appendix D.) Courses included:
 - EDUC 3515 Diversity in Families, Schools, & Communities
 - EDUC 3241 Educating Students w/Special Needs
 - INTC 3610 Instructional Technology for Teachers
 - EDUC 4105, EDUC 4110, and EDUC 4120- Reading & LA Literacy courses
 - All EDUC courses in certification sequence (Intro & Intermediate Semester)
- Review and update practices with adjunct faculty. In cases where one or more adjuncts teach a required or core elective TEDU Program course, a "lead" faculty member was designated to monitor and review practices in the course

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designated holding meetings among instructors as needed. (*Faculty leaders are listed in the adjunct section of this PC Report.*)

- Review and update Student Teaching semester practices. Actions taken included:
 - Sustained training of college supervisors on Stockton's Components of Professional Practice (based on Danielson's Framework for Teachers).
 - Update of Stockton's evaluation forms, Handbook, and training materials to align to the 2011 Edition of Danielson's Framework for Teachers.
 - Incremental transition to an electronic format of transmittal of student teaching documentation including lesson plan review and final evaluation submission.
 - Revision of the "CAPP Audit" used by students to review coursework towards graduation. Program faculty discussed and devised a plan to revise this process to check for both graduation with a Bachelor of Arts in Teacher Education and satisfaction of teacher certification requirements necessary for licensure. The revision is, to date, still in progress.
 - Review and update the "exit survey" that collects data from program completers on their experiences in our TEDU Program. Actions included:
 - Revision of the content of the Exit Survey
 - Transition to a fully electronic submission system using Zoomerang
 - Review and analysis of Exit Survey Data from Fall 11 to inform program initiatives, revisions, etc.
 - Revision of data collection and reporting for program evaluation purposes. The Program Coordinator is working with SOE staff and administration to design a way to streamline data entry, review, and report creation using Stockton's data storage systems.
- **Increase faculty and student scholarly activities for the benefit of the individual, the School of Education, and the profession.** See separate Sedona report that has been prepared by the School of Education listing faculty and student scholarly activity.

Engagement Goals:

- **Expand community/schools partnerships through the Stockton Center for Community Schools.** The Stockton Center for Community Schools (SCCS) is a program that falls within the School of Education. Though this is not directly linked to the Teacher Education Program, the work done within SCCS does link K-12 schools to the School of Education. This is beneficial as the Teacher Education Program seeks to strengthen and develop work with area K-12 schools that work with our preservice teachers. Major accomplishments for 2011-2012, reported by the Director Reva Curry, include:
 - Campus Kitchen at Atlantic City doubles meal production by increasing weekly dinners to 120/week and adding bags of peanut butter and jelly (PBJ) sandwiches with fruit to supplement dinners. Total meal production is 4,296 for this year. Total for 2 years is 6,549.
 - Atlantic City High School students from the Campus Kitchen at Atlantic City, guided by culinary students, won "Best Dessert" in a high school cook-off competition in Baltimore, Maryland in January 2012.

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- Community Partnership I course expanded to include the development of nonprofit strategies to support community needs.
 - The Community Partnership Fellows program is created for undergraduate students to assist in coordinating projects in Atlantic City. Students who have passed a CP course at a “B” or higher with superb organizational and interpersonal skills are eligible for consideration. Five Fellows were hired for 200 hours each for the academic year, the standard student worker pay rate at the College. The Fellows meet with each student club on campus to recruit them for SCCS projects, liaison with the Office of Service Learning, identify a group project of playground renovation at MLK, and implement multiple fundraisers to raise funds for the renovation.
 - The national Campus Kitchens Project invites the Campus Kitchen of Atlantic City to become part of a national VISTA application. The focus of VISTA is alleviating poverty through community transformation and building. Two positions are included per VISTA guidelines, for Student Academic Success, and for Parent and Community Support.
 - The CP Fellows Program is renewed for AY2012-2013.
 - After-school homework assistance/mentoring are standardized between CP courses at 4 hours a week for a total of 34 hours per semester.
- **Develop programs and services through SRI/ETTC in support of charter school initiatives.** This item is not an element that falls within the Teacher Education Program. See the SRI/ETTC annual report for more information on progress towards this goal.

Globalization Goal:

- **Explore opportunities to partner with study abroad programs.** This item is not an element that falls directly within the Teacher Education Program. However, the EDUC faculty has been working with other SOE faculty to work on initiatives to globalize our curriculum. Recent work includes a team of faculty applying for a Teach the World Grant that offers financial support for four “Teaching the World Fellows”. If funded, this will allow “fellows” (SOE faculty) to work on revising and updating existing curriculum to strengthen global content as well as work to develop partnerships with K-12 schools. In addition, a group of SOE faculty and staff are currently seeking to participate in International Education Week that will be held on campus in Fall 12. SOE faculty work (in the form of scholarship & service) will be highlighted that illustrates how we have shared our knowledge and expertise beyond the United States.

Sustainability Goals:

- **Develop outreach programs in support of SOE Centers (Community Schools, Financial and Economic Literacy, etc.) and sustainable environments.** This item is not an element that falls directly within the Teacher Education Program. However, elements of it do benefit our undergraduates at Stockton. Community Schools has developed a number of partnerships with Atlantic City Schools (detailed above in the Engagement Goals section). In addition, Stockton’s Center for Economic and Financial Literacy (SCEFL) continues to develop and grow. A full accounting of accomplishments can be found in the Center’s Annual Report. Much of the work done at the SCEFL

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benefits active K-12 teachers as well as Stockton undergraduates. A few accomplishments of note include:

- Maintaining an active website with information on financial, economic, social studies, and peer financial education.
 - Several projects and events were offered on Stockton campus including America Saves Week activities, a Day of Student Leadership presentation, a 1 day investment seminar, volunteer income tax assistance, and the Stockton Market Game.
 - Courses were created and offered in our General Studies curriculum including GSS 3604- Honors: Economic Well Being & GEN 1045- Financial Literacy & Capabilities
- **Develop an INTC technology track within the existing pre-service program will be developed.** EDUC faculty in collaboration with MAIT faculty, referred to as the Instructional Technology Leadership Academy Taskforce, developed a new program called the *Instructional Technology Leadership Academy* (ITLA). This academy was first instituted and brought to students in Spring 2010. (A full accounting of ITLA can be found in the MAIT Director's Annual Report.) The Academy was designed to offer a select group of interested preservice teachers with more training in the use of instructional technology. ITLA students, beyond required coursework, are eligible to take an additional technology course as well as participate in several ITLA events. All ITLA students are also provided with their own technology to use in the form of an iPod through Stockton-based grant funding. For the 2011-2012 year, ITLA has had two cohorts of students including 10 in Fall 2011 and 7 in Spring 2012. Research was conducted during Spring 2012 to determine how ITLA students compare to non-ITLA students. Research will be prepared and presented by ITLA Taskforce for the 2012-2013 academic year. In terms of funding, the ITLA Taskforce has applied for and received funding from the Research Experience for Undergraduate Funding Award for Spring 2012 (\$2,000) and Research and Professional Development Internal Grant for the 12-13 academic year (\$5,000). For the 2012-2013 academic year, funding is in place and a new cohort of students has been accepted to participate in the Fall 12 ITLA.

Other Goals:

- **Secure external funding for various SOE Programs.** The SOE has engaged in several efforts to seek external funding for programming. These efforts are not directly linked with the Teacher Education Program. See the MAED Director's, SCCS, SRI-ETTC, and SCEFL Annual Reports for details.

Initiatives for 2011-2012 (reported in the 10-11 Coordinator's Report)

- **Preparation for the Middle States visitation including: *Initiative met.*** Several faculty within the SOE participated in Middle States Self-Study teams including: Norma Boakes & Ron Tinsley (Standards 11,12, & 13); Kim Lebak (Standards 2, 3, & 5); John Quinn (Standards 7 & 14); and Ron Caro (Standard 10). Self-Study teams contributed to the final Middle States document that was submitted prior to the formal visitation in Spring 12. Faculty of SOE also participated in site visit activities. The full report can be found within Stockton College's website.

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- **Improvement of assessment and evaluation of Program:**
 - **Transition to more online submissions of evaluation and assessment documentation in the student teaching semester-** *Initiative in progress.* See narrative within Learning goals for a detailed description. Work has already been done using the web-based program Taskstream and survey tool Zoomerang. In Spring 2012, a full online pilot program was also instituted with a select group of college supervisors.
 - **Continued faculty training and evaluation of Program courses using the Stockton Components of Professional Practice-** *Initiative met.* Faculty has continued to stay current with Stockton's Components of Professional Practice (SCPP- based on Danielson's Framework for Teachers) in several ways. They include:
 - Participation in semester retreats including review of courses with SCPP
 - Review of certification sequence courses for SCPP implementation with adjunct faculty (Reflection on Intro and Intermediate Semesters meeting- listed in Appendix D)
 - Review of and update of program resources and materials related to SCPP as part of monthly EDUC Program meetings (see Appendix D for details).
 - Partnership with SRI-ETTC to train K-12 administrators and teachers on Danielson's Framework for Teachers (currently 2 full time faculty and the Assistant Dean of SOE serve in this capacity)
 - Review, update, and continued training of college supervisors by the Program Coordinator through the Student Teaching Taskforce (see Appendix D and Learning Goals narratives above for details)
 - **Revision of communication and feedback sought from practicing teachers serving as our students' mentors.** *Initiative met.* The Program Faculty has taken several actions to address this initiative including:
 - Update of Introductory and Intermediate Fieldwork journal requirements to include an expanded mentoring contract
 - Regular correspondence via email to acting cooperating teachers (during the Intro and Intermediate Semesters) including course information and links to Teacher Education Program materials online
 - Hosting an "appreciation brunch" with K-12 teachers and administrators that include focus groups to gather information about our preservice teachers. A brunch was held in June 2011 and June 2012. Qualitative feedback was gathered to inform Program initiatives for the coming academic year. (See Appendix J for further details)
 - **Creation of a Banner-based system to aggregate data on TEDU students-** *Initiative in progress.* The Program Coordinator has been working with SOE administration, staff, and the MAED Director during the 11-12 year. Two date we have held 3 collaborative meetings with RSC Banner personnel to update and revise our systems. This work will continue until we are able to house all data in one area accessible to the Coordinator and Directors of SOE.
 - **Review of data on student application to program to address high conditional acceptance rate-** *Initiative in progress.* Noted in Tables 4 and 5 of the section of this report on enrollment and degrees granted, students receiving conditional acceptance into the TEDU Program has been a continued issue over the past several terms. Students who are "conditional" are unable to move forward to take the certification courses required as part of the Program. This has a major impact on enrollment in the TEDU Program as it is currently tracked. Analysis of conditional students shows a major

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barrier to be the Praxis I test. To address this issue the following actions have already been taken:

- The update of the content of the Information Workshop
- The revision of the Orientation that takes place during the application semester (includes orientation during course meeting and revised student documentation listing responsibilities and prerequisites)
- The seeking of approval to offer the Praxis I at RSC (paperwork in progress)
- The purchase and distribution of Praxis I preparation materials available in the SOE Office for students to utilize
- Articulation with the local community college (Atlantic Cape Community College) to offer the Praxis I on site as well as require it as part of the Associates Degree
- The revision of all advising documentation including curriculum worksheets and the use of a precepting checklist
- The creation of a specialized Information Workshop for freshmen (See Appendix F for dates)

- **Updates and changes to the Program curriculum:**

- **Addition of a required urban/diversity course-** *Initiative met.* The Program has sought to offer more training in the area of urban/diversity coursework. To date we now have the following active courses available to students, supported by SOE faculty & adjuncts:
 - EDUC 3515 *Diversity in Families, Schools, & Communities* (formerly titled “Families, Schools, and Communities)- required program course that was updated by the Families, Schools, and Communities Taskforce (see Appendix D)
 - GAH 1360 *Topics in African American History and Culture*
 - GEN 2126 *Urban Teacher*
 - GSS 1044 *Diversity Issues*
- **Implementation of language arts literacy course revisions-** *Initiative met.* A Reading and Language Arts Literacy Taskforce worked from Spring 2011 until Fall 2012 to revise all LAL courses that were required elements of the teacher certification coursework sequence (EDUC 4105, EDUC 4110, and EDUC 4120). All changes were approved by Program, the NJDOE, and in placed in the master RSC Bulletin. A full time tenure-track faculty member was also designated as a “faculty lead” to work with adjuncts each term to ensure implementation and consistency among multiple sections. See Appendix D for details.
- **Alignment of all sections of Intermediate Fieldwork courses (elementary and secondary)-** *Initiative met.* The Program Coordinator worked with all faculty and adjuncts of all Intermediate Fieldwork courses to align syllabi and fieldwork journal formatting during Summer 2011. Changes were implemented as of Fall 11 semester.
- **Addition of a state-mandates bullying/harassment training to our teacher certification coursework-** *Initiative met.* A new 1 ½ hour harassment, intimidation, and bullying (HIB) workshop has been added to the Introductory Fieldwork course for all students in the teacher certification sequence. This workshop is presented by SRI-ETTC, a state-approved provider of HIB training. All students participating are issued a certificate of completion to provide to their K-12 fieldwork schools when they are needed. In addition, the curriculum worksheets of all certification areas have been updated to reflect the state mandated training (as of June 18, 2012).

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- **Discussions of our faculty with other Schools faculty on the inclusion of EDUC coursework fitting into other BA program- *Initiative in progress.*** There has been a great deal of work done to build articulation among programs on campus and more efficiently blend EDUC coursework as part of student's 1st degree program. During Fall 11-Spr 12, the Program Coordinator has:
 - Circulated updated curriculum worksheets to all programs that feed into the TEDU Program via email with an open invitation to work with Programs individually
 - Attended the MATH & LITT Program meetings to review changes to the Teacher Education Program and ways to strengthen students' preparation for the Praxis II
 - Worked with Program faculty during program meetings to discuss initiatives and seek input on building articulation further
 - Worked with SOE faculty and administration to open preceptorial days to all interested students versus only those that have been accepted into the TEDU Program who are in need of permits. This open door policy was further circulated to all faculty of all programs to encourage students to seek advice about their coursework.

In addition, a major undertaking has been the "VET Teach" pilot program. (See Appendix K for sample curriculum.) This program features a four year degree in psychology with K-5 teacher certification and a minimum of 1 middle school specialty area. Psychology and EDUC Programs- faculty, coordinators, and administration- worked to create a new blended degree that allows much of the EDUC coursework into the BA in psychology with no significant changes to either program's required coursework. (See Appendix D for details on meeting held.) As of 4/5/12, the VET Bill was signed into law. To date, we have had limited interest in the VET Teach Program that would allow military personnel the ability to earn a degree and teacher certification in an expedited fashion. The SOE intends to continue to seek candidates for future terms.

A direct result of the VET Teach Program work has been a discussion on how to expedite all paths for students who spend their entire college experience at Stockton (first-time freshmen). At the EDUC Program Summer Retreat held in June 2012 (see Appendix D), the EDUC program voted to seek out ways to build new degree paths similar to VET Teach as well as our work with first-time freshmen (FTF). This decision has led to several actions in progress as of this summer including:

- The EDUC & PSYC Program Faculty, Coordinators, and Administration collaborating to expand the VET Teach model to FTF. A draft curriculum has been vetted among programs to date.
- The Program Coordinator and SOE administration working with SOBL, ARHU, and NAMS to build possible 4 year tracks with licensure. Draft curriculums are under way. Intraschool LIBAs as well as adjustments to original degree paths are options that are currently being explored.
- The creation and launch of a new freshmen seminar course designed to capture interest in teacher education. The course, GSS 1072 Pathways to Learning, was approved as of June 2012 and will be offered in Fall 2012 for the first time. (This course was already an approved GSS course within the EDUC Program. The course was altered to make it appropriate for freshmen.) As of the end of

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freshmen registration, GSS 1072 has seen record enrollment with 50 students registered for the two sections offered.

- The creation and launch of a pilot Teacher Education Mentoring Program. Using data on incoming freshmen, see Appendix C, a group of high achieving freshmen were solicited and accepted into the pilot program. Participants in the pilot will be given:
 - A preceptor as of their first semester to help plan their courses and program
 - Option of entrance into a special freshmen seminar course designed for students interested in teaching, GSS 1072 Pathways to Learning, taught by the Program Coordinator
 - Priority with open seats on freshmen level required courses (PSYC 1100 Intro to Psychology)
- **Review of our gateway course required for entrance into our program (Educational Psychology) for possible course revision or change-** *Initiative not met.* Though discussion has taken place between the Program Coordinator and lead faculty of the Psychology program, no formal meetings have taken place. This will continue to be an item of importance for the upcoming academic year.
- **Review of low enrollment certification areas (World Language and Art) for possible discontinuation-** *Initiative met.* The Program Coordinator has met with SOE administration to review our practices in certification areas of low enrollment including World Language and Art. The decision made was to offer course alternatives to courses when they do not have the minimum number of students necessary to run the course. In these cases, independent projects are set up with full time faculty so coursework necessary for certification may be taken on Stockton campus.

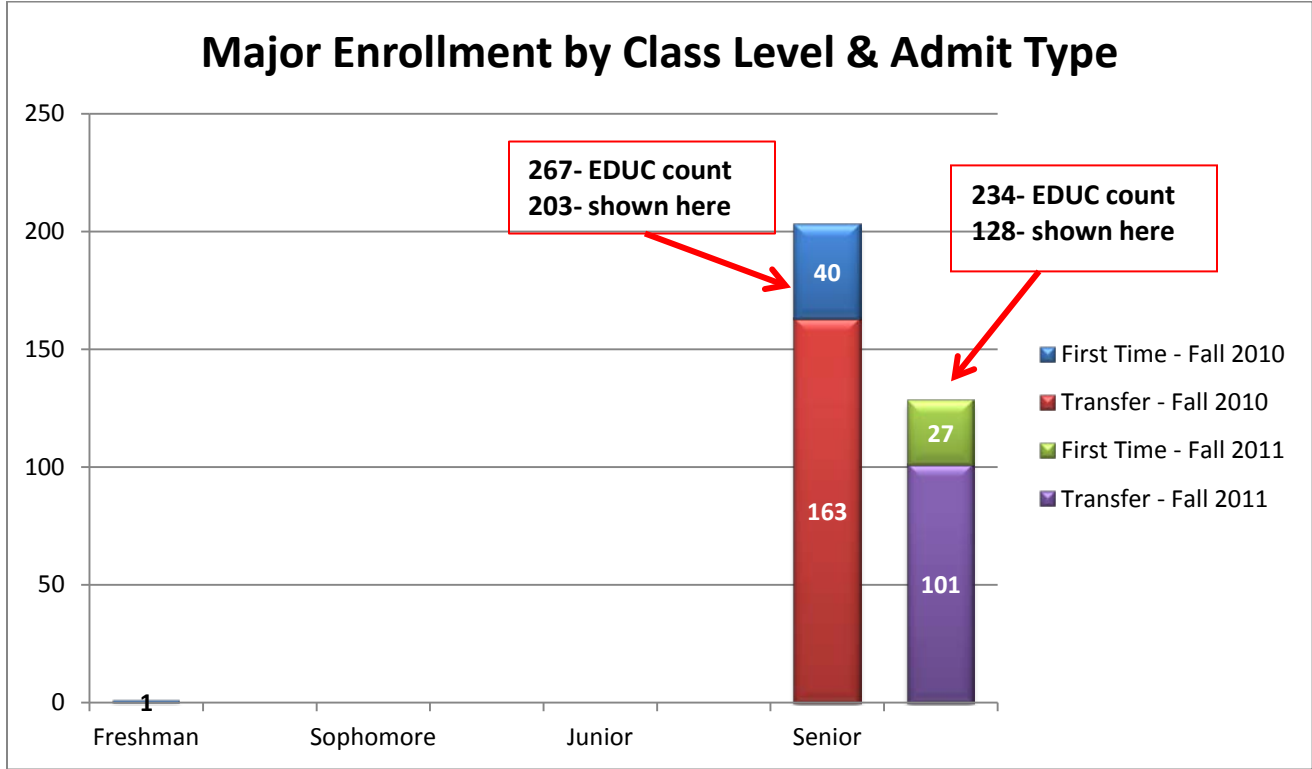
Fall Undergraduate Enrollment

The charts below represent institution data on undergraduate enrollment for the EDUC Program. It should be noted that because of the specialized nature of EDUC that this data is **not representative** of actual program enrollments for 2011-2012. As noted in Chart 1, the data used to generate it was based upon the “primary” major only. The Teacher Education Program is a post-baccalaureate program. As such, the values shown in Chart 1 only reflect those students that have declared their primary major as EDUC. This is typically done when students come to Stockton possessing a BA degree from another institution. For this reason our transfer number are very high compared to first-time freshmen.

I have included in Table 1 a more accurate representation of the students currently in our Teacher Education Program. Based on our current practices, students that have satisfied all prerequisites for entry into our program and are taking courses in one of the three semesters leading to licensure (Intro, Intermediate, or Student Teaching Semester) is the method we use to determine our current enrollment. The values in the red boxes indicate the values drawn from Table 1. This is a more accurate picture of who is currently within our teacher certification program courses.

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Chart 1



Major Program	Fall 2010		Fall 2011	
	First-Time	Transfer	First-Time	Transfer
Freshman	1	0	0	0
Sophomore	0	0	0	0
Junior	0	0	0	0
Senior	40	163	27	101

School	Fall 2010		Fall 2011	
	First-Time	Transfer	First-Time	Transfer
Freshman	1	0	0	0
Sophomore	0	0	0	0
Junior	0	0	0	0
Senior	40	163	27	101

College	Fall 2010		Fall 2011	
	First-Time	Transfer	First-Time	Transfer
Freshman	1,087	225	1,177	256
Sophomore	753	598	718	627
Junior	681	1,355	728	1,383
Senior	706	1,560	824	1,447
Non-Matric	1	96	4	70

NOTE: "Major Program & School Enrollments" are based upon **primary major only**

SOURCE: SURE Enrollment Files Fall 2010 & Fall 2011; Student Demo Files for Fall 2010 & Fall 2011

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Table 1. Course enrollment sorted by semester in professional education sequence

Introductory (based on EDUC 4101)	Intermediate (based on EDUC 460X methods courses)			Student Teaching (Based on EDUC 4990)			Term
	Elem	Sec	Total	Elem	Sec	Total	
97	82	43	125	51	33	84	Fall09
81	52	48	100	73	41	114	Spring 10
30	 	 	 	 	 	 	Summer 10
83	67	34	101	57	26	83	Fall 10
69	58	16	74	67	41	108	Spring 11
31	 	 	 	 	 	 	Summer 11
57	75	34	109	50	18	68	Fall 11
55	36	24	60	72	26	98	Spring 12
14	 	 	 	 	 	 	Summer 12
31	39	32	71	17	13	30	Fall 12

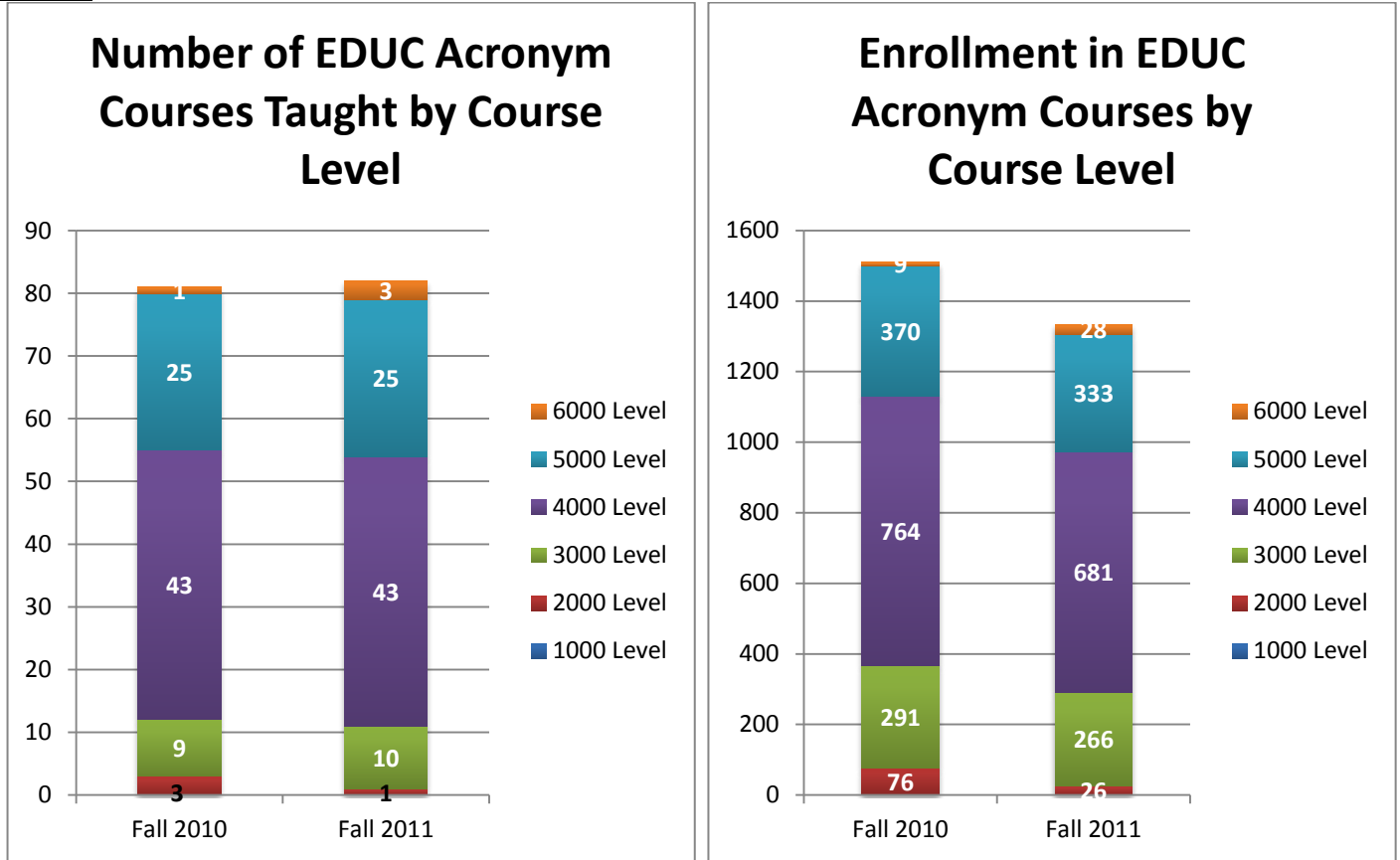
Table 2. Trends in Teacher Certification Areas- Fall 09 to Spring 12

Certification Area	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12
Elementary	51	80	58	60	63	72
MS Language Arts	12	30	24	9	11	15
MS Science	9	7	7	3	5	3
MS Math	6	17	13	10	10	15
MS Social Studies	5	11	11	3	1	7
World Language	1	1	1	2	0	3
Art	4	4	4	4	2	3
Social Studies	10	9	9	8	7	6
Math	4	4	3	6	3	5
English	12	9	9	11	3	7
Science	2	8	0	10	3	5
Total Certifications	116	180	139	126	108	141

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Summary of EDUC Acronym Courses Taught

Chart 2



SOURCE: Faculty Workload Raw Data Reports Fall 2010 & Fall 2011

Table 3. Summary of Courses Taught by Program Faculty (includes ALL faculty on pages 10-12)

Total Course Enrollments	FA 2010			SP 2011			FA 2011			SP 2012		
	Students	Reg	Adj	Students	Reg	Adj	Students	Reg	Adj	Students	Reg	Adj
BASK 1102							18	1				
BIOL 1200				38		1						
BIOL 1205				15		1						
ECON 1120										34	1	
EDUC 2551	27		1	24		1	26		1	22		1
EDUC 2252	24	1										
EDUC 3241	159		5	142		5	135		5	85		4
EDUC 3510				25		1						
EDUC 3515	132	2	2	153	3	2	131	2	3	90	2	2

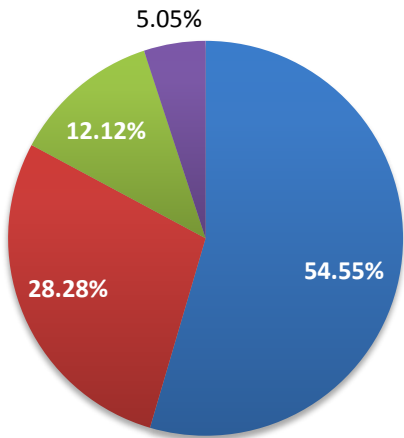
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EDUC 4101	83	3	1	69	3	1	61	4		59	3	
EDUC 4105	63	1	2	50	1	2	36	1	1	32	2	
EDUC 4110	66		4	59		3	69	1	3	29		2
EDUC 4120	34		2	16		1	32		2	24		2
EDUC 4150	65	4		59	3		70	4		29	2	
EDUC 4200	83	3	1	72	3	1	61	4		58	3	
EDUC 4201				1	1							
EDUC 4600	101	3	3	72	2	2	105	1	5	56	1	3
EDUC 4601	12		1				10		1	8		1
EDUC 4605	4	1		5	1		9	1				
EDUC 4606	12	2		6	1		8	1		9	1	
EDUC 4607	2		1				3		1			
EDUC 4608	4		1				3		1			
EDUC 4610	67	1	3	58	1	2	73	1	3	32	1	1
EDUC 4800	2	2		7	4		5	4		10	5	
EDUC 4990	83		1	108		1	68		1	98		1
EDUC 4991	83		3	108		3	68		3	98		3
GAH 1360				34	1					32	1	
GAH 1610	35	1										
GAH 2330				35	1		35	1		37	1	
GAH 2800							2	1		3	1	
GEN 1045				24	1		25	1				
GEN 1120				5	1		5	1		6	1	
GEN 1271	6	1										
GEN 2104				27		1						
GEN 3245	23		1	24		1	24		1	23		1
GIS 4623							20		1			
GNM 1110	29	1										
GNM 1124	32	1		32	1		43	2		26	1	
GNM 1800										2	1	
GNM 2138				25	1					26	1	
GNM 2257				25	1					26	1	
GSS 1044	25	1					24	1				
GSS 1062	25	1										
GSS 2800	3	1										
GSS 3169				19	1		31	1		28	1	
GSS 3360	103		3	108		4	118		4	110		4
GSS 3620	25	1										
INTC 3610	99	1	4	67	2	2	87	2	3	30	2	
INTC 4650										9	1	

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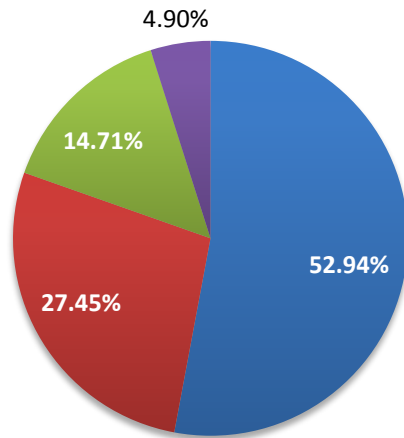
Chart 3

Fall 2010 - Courses Taught by Home Program Faculty



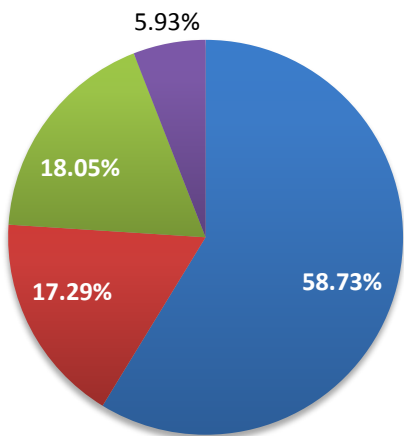
■ Home Program
 ■ Graduate
■ General Studies
 ■ Other Programs

Fall 2011 - Courses Taught by Home Program Faculty



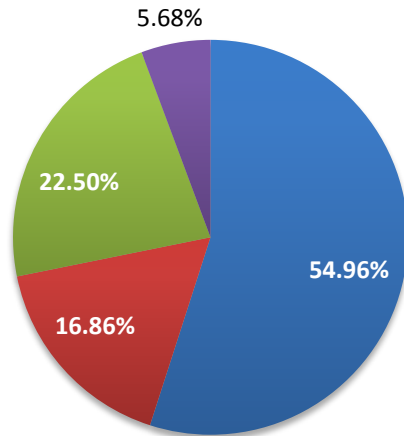
■ Home Program
 ■ Graduate
■ General Studies
 ■ Other Programs

Fall 2010 - Home Program Faculty SCH



■ Home Program
 ■ Graduate
■ General Studies
 ■ Other Programs

Fall 2011 - Home Program Faculty SCH



■ Home Program
 ■ Graduate
■ General Studies
 ■ Other Programs

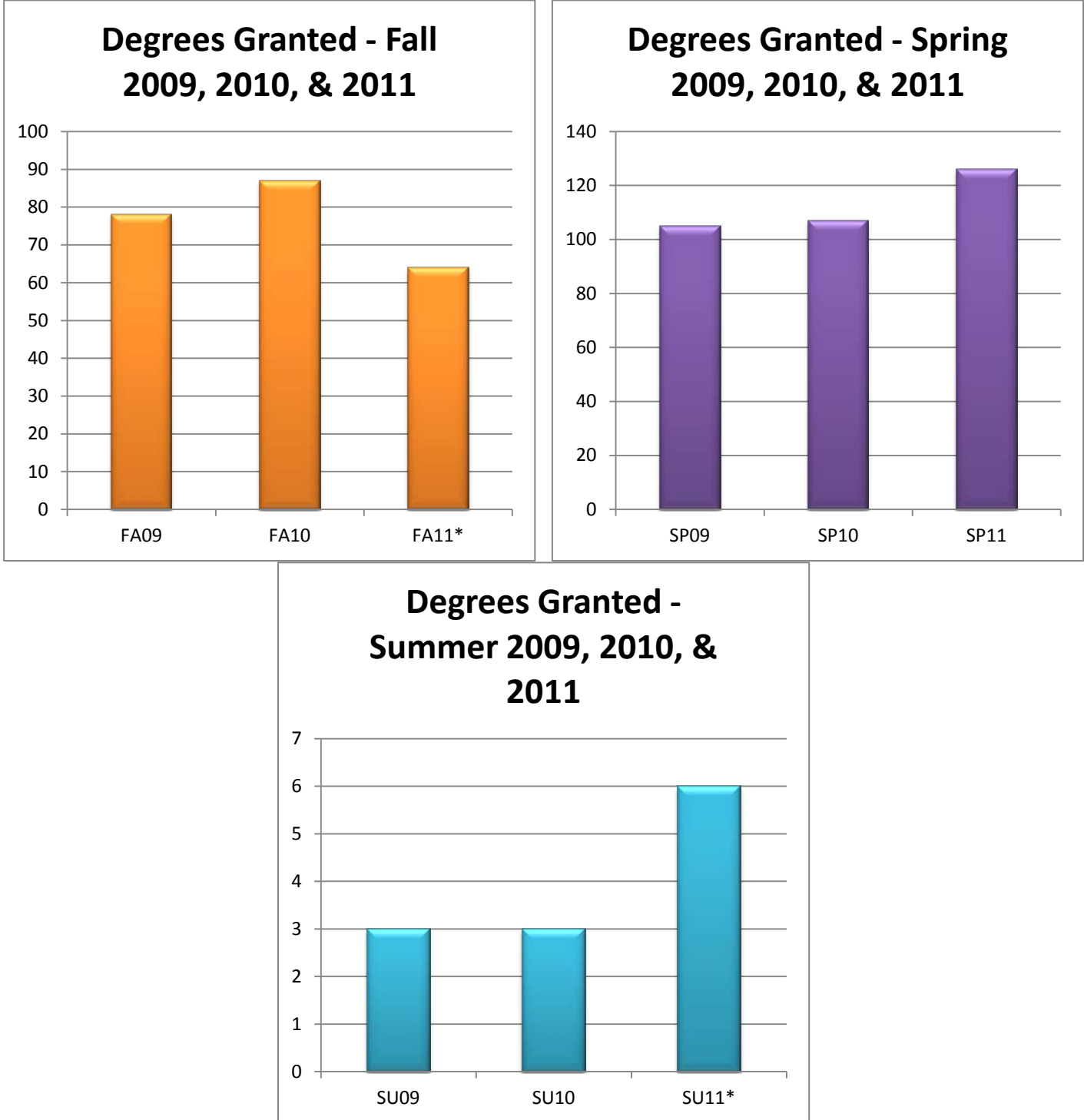
NOTE: Cross-listing of courses was not taken into consideration

SOURCE: Faculty Workload Raw Data Reports Fall 2010, Spring 2011, Fall 2011, & Spring 2012

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Summary of Degrees Granted

Chart 4



	SP09	SU09	FA09	SP10	SU10	FA10	SP11	SU11*	FA11*
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Degrees Granted	105	3	78	107	3	87	126	6	64
**Certifications Issued			102	163		130	107		102

*NOTE: Summer 11 & Fall 2011 are Unofficial; "Degrees Granted" are based upon primary degree granted

**NOTE: EDUC Program data was added using Table 2 to illustrate the number of teacher certifications issued since a BA in Teacher Education is not necessarily required for licensure.

SOURCE: "Degrees Granted" Tables for FY09, FY10, & FY11; "Degrees Conferred_FY2012/SURE Data" Discoverer Report – Pulled 4/9/2012

Coordinator Comments about Course Enrollment and Degrees Granted Tables:

Comments Related to Enrollment (Chart 1 & Table 1)

The Teacher Education Program is a post-baccalaureate program. Noted in the narrative prior to Chart 1, the tracking and determining of enrollment for the Teacher Education Program (TEDU) is not as clear cut as with other Programs. In addition, the TEDU program leads to state licensure in teaching so the program is bound by additional restrictions related to NJ Department Education standards. (A full description can be found in Section VII of the Title II report within Appendix H.) The TEDU program is currently seeking to address this issue by adjusting practices within the Program. This includes:

- Admission to the program- By accepting students upon admission to the college, the TEDU program can more accurately determine students within the Program. The SOE administration along with the Program Coordinator is working with Academic Advising to seek how this can be accomplished.
- Adjustment to the collection of TEDU Program student data through the Banner system

A review of Chart 1 reflects a decrease in fall undergraduate enrollment, regardless of the TEDU produced or institutional data. Based on TEDU records, we have seen a 12.4% percent decrease in enrollment overall. The TEDU Program speculates that there are many reasons for this including: the current state of K-12 teaching with changes to state funding and teacher regulation, the continued state of fluctuation of the economy, and increased competition among other 4-year institutions offering teacher licensure through expedited paths. The TEDU Program has recognized this significant decline and has begun to take actions to boost enrollment including:

- Work to develop new "tracks" that feature expedited paths to licensure with other Programs including Intra School LIBA degrees,
- Blending EDUC with current degree Programs in existence to create "education concentrations", and
- Changing practices with the freshmen population to capture and sustain interest in teacher education including a new freshmen seminar course, a pilot mentoring program, and the possible creation of a living learning community for future educators.

(For more details, review the narrative at the beginning of this report on SOE goals and initiatives.)

On a positive note, the TEDU Program recently reviewed admissions data on incoming freshmen for Fall 2012. This data revealed the following values by school: ARHU-73, GENS- 271, BUSN- 114, HEALTH- 128, NAMS- 175, SOBL- 170, & EDUC- 152. Though enrollment is currently down, interest in EDUC remains strong in comparison to other Schools. (See Appendix C for specific data on admissions by School for Fall 2012.)

Comments Related to Summary of EDUC Courses Taught (Chart 2)

Another item of note is Chart 2 featuring EDUC courses taught in Fall 2010 and Fall 2011. As displayed in Chart 1 and Table 1, enrollment in Program courses has seen a decrease in the past

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year. 1000-4000 level courses constitute undergraduate studies related to the TEDU Program. A review of the visual data shows a heavy concentration of junior/senior level courses. This is normal of most teacher education programs because the art of teaching courses are designed to be at the end of a students' college studies. While this is the case, the TEDU Program recognizes the need to build and develop interest earlier in students' studies. As a result the Program has taken actions this year to develop more freshmen and sophomore level classes including:

- The adjustment of prerequisites in our Professional Requirement courses
 - EDUC 3515 Diversity in FSC (open to all levels)
 - EDUC 3241 Educating Students w/Special Needs (open to all levels)
 - INTC 3610 Instructional Technology for K-12 Teaches (open to super sophomores)
- The creation of courses at the 1000 and 2000 level including:
 - GEN 2126 *Urban Teacher (A)*
 - GSS 1072 *Pathways to Learning (Freshmen Seminar)*
 - GEN 1430 *Developing Cross Cultural Communications*
 - GNM 2253 *Science in the Garden State (Q2)*

Comments Regarding Courses Taught (Chart 2 and Appendix A)

As noted in the table used to generate Chart 2, our Program supports a large range of courses (50 total). This list is comprised of both home (EDUC) faculty, faculty within SOE who are not EDUC, and adjuncts/staff. Appendix A was created to identify instructors with courses on this master list. To further note the variance in the instructor, full time tenure-track faculty members are highlighted. In addition, courses that we refer to as “core” to the program (courses within the professional education courses leading to student teaching) are in red. A review of this list illustrates the majority of core program courses taught by SOE faculty. As noted earlier in the report, faculty leaders have been designated with all courses required in our Program to ensure that consistency is maintained when there is a heavy adjunct presence (particularly in the case of EDUC 3241 and EDUC 3515).

The TEDU Program is currently seeking to develop new tracks that lead to teacher licensure in an expedited fashion. As we do so, it will be important for our Program to develop and expand our presence in the General Studies areas as well as collaboration with other Programs. We have already begun this process as noted in the previous section of this report.

Comments Regarding Courses Taught by Faculty (Chart 3)

The two sets of circle graphs in Chart 3 presented illustrate both Home Program Faculty and School Faculty. In the case of Teacher Education, this is deceiving since most faculty within our School contribute to both the graduate and undergraduate level. Here is a list of faculty by “home” program and their contributions:

Faculty	Home Program	Contributes to
Amy Ackerman	MAIT	Both
Norma Blecker	MAED	Graduate
Norma Boakes	EDUC	Undergraduate
Ronald Caro	EDUC	Undergraduate
Darrell Cleveland	EDUC	Undergraduate
Susan Cydis	EDUC	Both

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Jeremy Ervin	EDUC	Both
Deb Figart	MAEL	Both
Doug Harvey	MAIT	Both
Kim Lebak	MAED	Both
Jung Lee	MAIT	Both
Joe Marchetti	MAEL	Both
Shelly Meyers	MAED	Both
Rita Mulholland	MAED	Graduate
John Quinn	MAED	Both
George Sharp	MAEL	Both
Lois Spitzer	MAED	Both
Ron Tinsley	MAED	Both

Looking at the breakdown of types of courses within the charts, you see that there are approximately 68-78% of courses at the undergraduate level and the remaining in the other or graduate category. This is the reason for many of our faculty actually teaching in both the undergraduate and graduate areas. As one might expect, over 50% of courses taught are in our home program. SOE faculty also maintains 15-23% in the area of general studies.

Comments on Summary of Degrees Granted (Chart 4 and Tables 1 & 2)

Our Program offers a Bachelor Degree in Teacher Education (BATE). We are unique in that the BATE is not required to earn teacher licensure in the state of NJ. The only requirement, in terms of a degree, is holding a BA in a liberal arts area (or 60 credits in liberal arts). Though this is the case, most students do seek to earn the second BATE degree even if it means taking courses beyond what is necessary for certification. Chart 4 reflects degrees granted in the past 3 years. As it stands, the TEDU Program has maintained degrees granted with a small trend upward. Though this seems the case, it is likely that this number will decrease due to recent declines in enrollment within professional education sequence courses (see Table 1).

An additional set of data added to this report is information on certification issues. Since all students within the TEDU program seek to earn their teacher's certificate, these values offer yet another view of trends. Noted within the table used to generate Chart 4 and Table 2, you will see the number of certifications over the past 3 years. Table 2 provides a further breakdown by certification area. The overall trend in certifications is down decreasing from 268 in 09-10 to 240 in 10-11. When comparing elementary to secondary/K-12 certifications, you again see a decline in certifications when viewing them by academic year (09-10 to 10-11 to 11-12):

- Elementary- 131 to 118 to 135
- Middle School Specializations (total)- 97 to 80 to 67
- Secondary/K-12 (total)- 38 to 37 to 29

As noted earlier in this report, the TEDU Program is aware of the decline in certifications and is working on ways to expedite the program and be more marketable with other institutions offering teacher certification.

Other Comments

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An area of concern for the Teacher Education Program is trends in enrollment into the professional education courses (Introductory, Intermediate, and Student Teaching semesters). A way that the TEDU Program tracks these trends is by looking at students who apply to gain entry into the professional education sequence. The course referred to as the “Gateway Course” is PSYC 3391 Educational Psychology (or PSYC 3890- a 1 credit 40 hour field placement if the equivalent of PSCY 3391 was taken elsewhere). This is the term in which students must meet all prerequisites set by the TEDU Program. A review of the last several semesters is provided in Table 4. Areas that stand out include a definitive decline in the number of applications between Spring 10 and Spring 12 (52% decrease) and between 29-62% of students coming in as “conditional”. In this case, students have not satisfied one of the prerequisites required by the program to continue on in the Program. This data is broken down further in Table 5 for 2011-2012. As noted, issues range from not earning the necessary Praxis I score or having a GPA lower than the 2.75 minimum required. The Program has begun to seek ways to address these downward trends including:

- Revising our advising and recruitment practices to encourage students to satisfy testing requirements earlier in their studies
- Seeking approval to be a Praxis I testing site
- Acquiring and circulating study materials for the Praxis I

The Program will continue to review and evaluate data on the Praxis I and applications into Teacher Education to determine how else we can increase readiness for entry into the professional education course sequence.

Table 4. Application Trends based on “Gateway Course” (PSYC 3391/3890)

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%
Fall 11	63	40	37	48%
Spring 12	63	45	18	29%

Table 5. Conditional Acceptances to Program by Missing Prerequisite for 11-12

Semester	Conditional	Praxis I scores needed			Need GPA
		Reading	Writing	Math	
Spring 12	18 (29%)	17	16	17	8
Fall 11	37 (48%)	30	30	28	8

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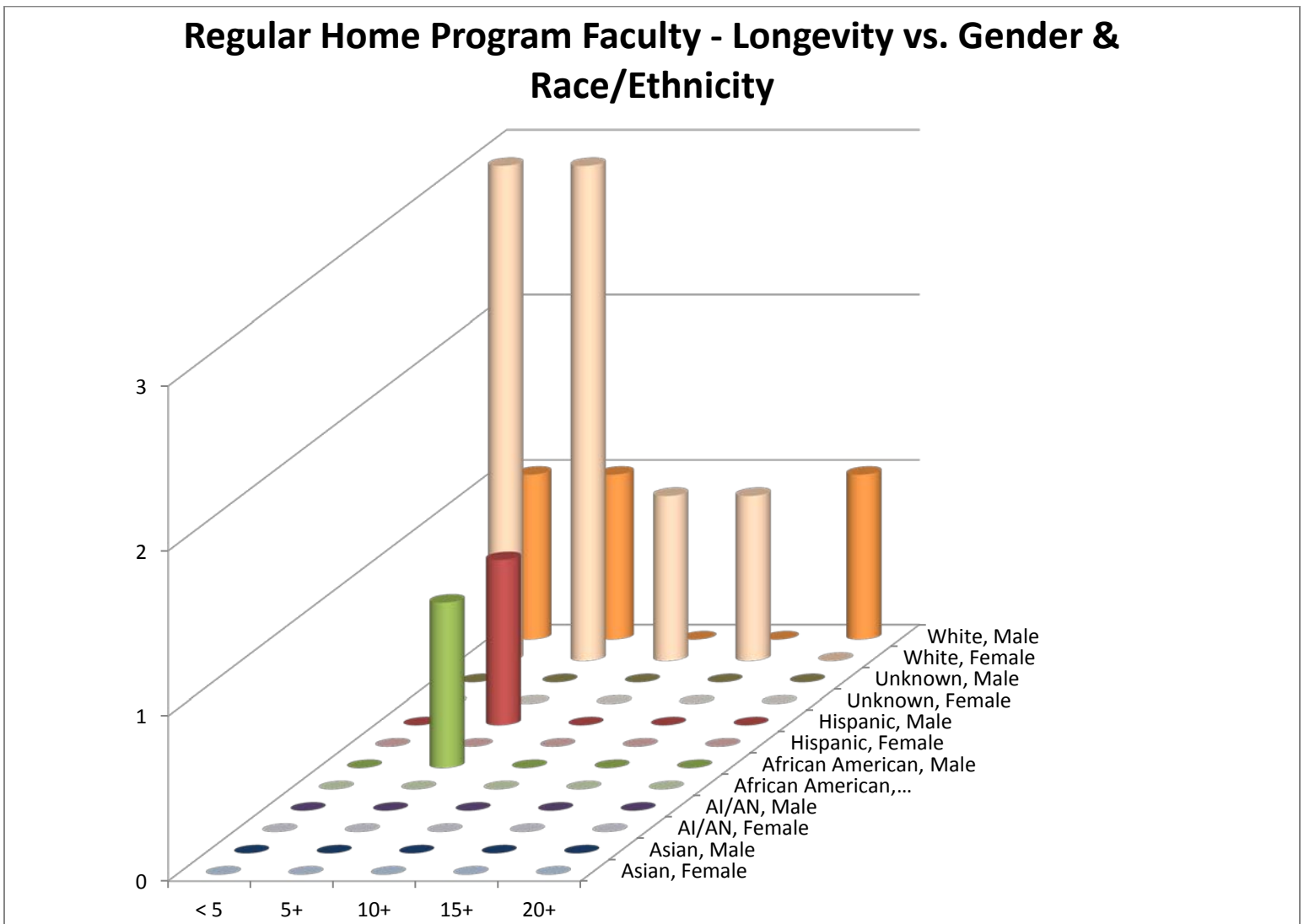
A final area is the recent change to the School of Education facilities. The College is currently in the progress of final preparations of a new office and two state-of-the-art college classrooms. These classrooms are of particular importance because they were designed to be friendly to courses common to the Teacher Education Program that often require:

- Flat desks versus tablet style tables
- Moveable tables for collaboration during class sessions
- Interactive whiteboard technology similar to those in the K-12 environment
- Videotaping ability to record teaching demonstrations

The SOE faculty is excited about these EDUC dedicated classrooms and feels they will be of great benefit to our students. Work will be done during the 12-13 term to determine how we can best utilize these facilities within our Program.

Faculty Complement - AY 2011 Teaching Faculty

Chart 5

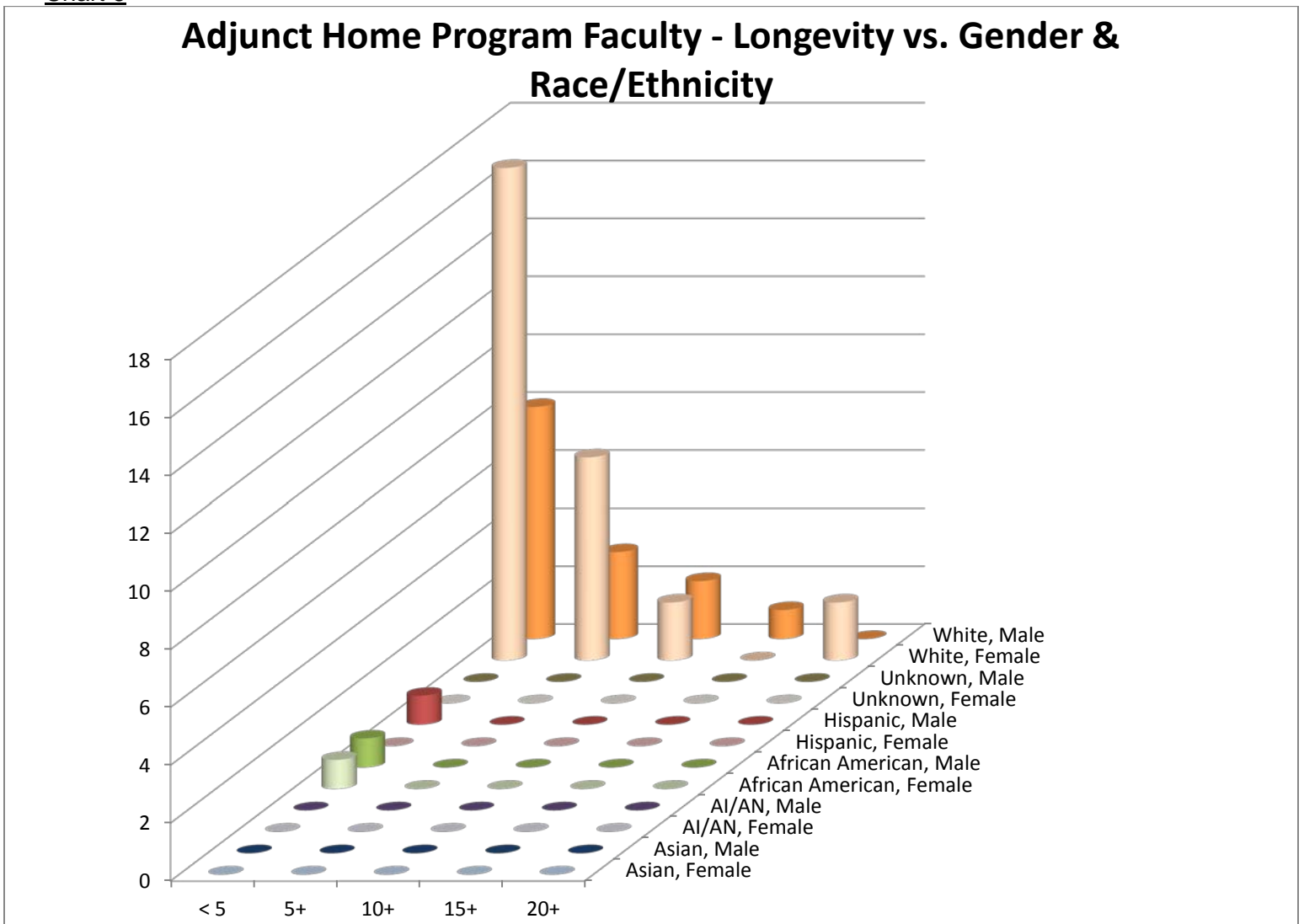


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Ethnicity	Gender	
	Female	Male
Asian	0	0
AI/AN	0	0
African American	0	1
Hispanic	0	1
Unknown	0	0
White	8	3
Total	8	5

Longevity	
< 5	4
5+	6
10+	1
15+	1
20+	1
Total	13

Chart 6

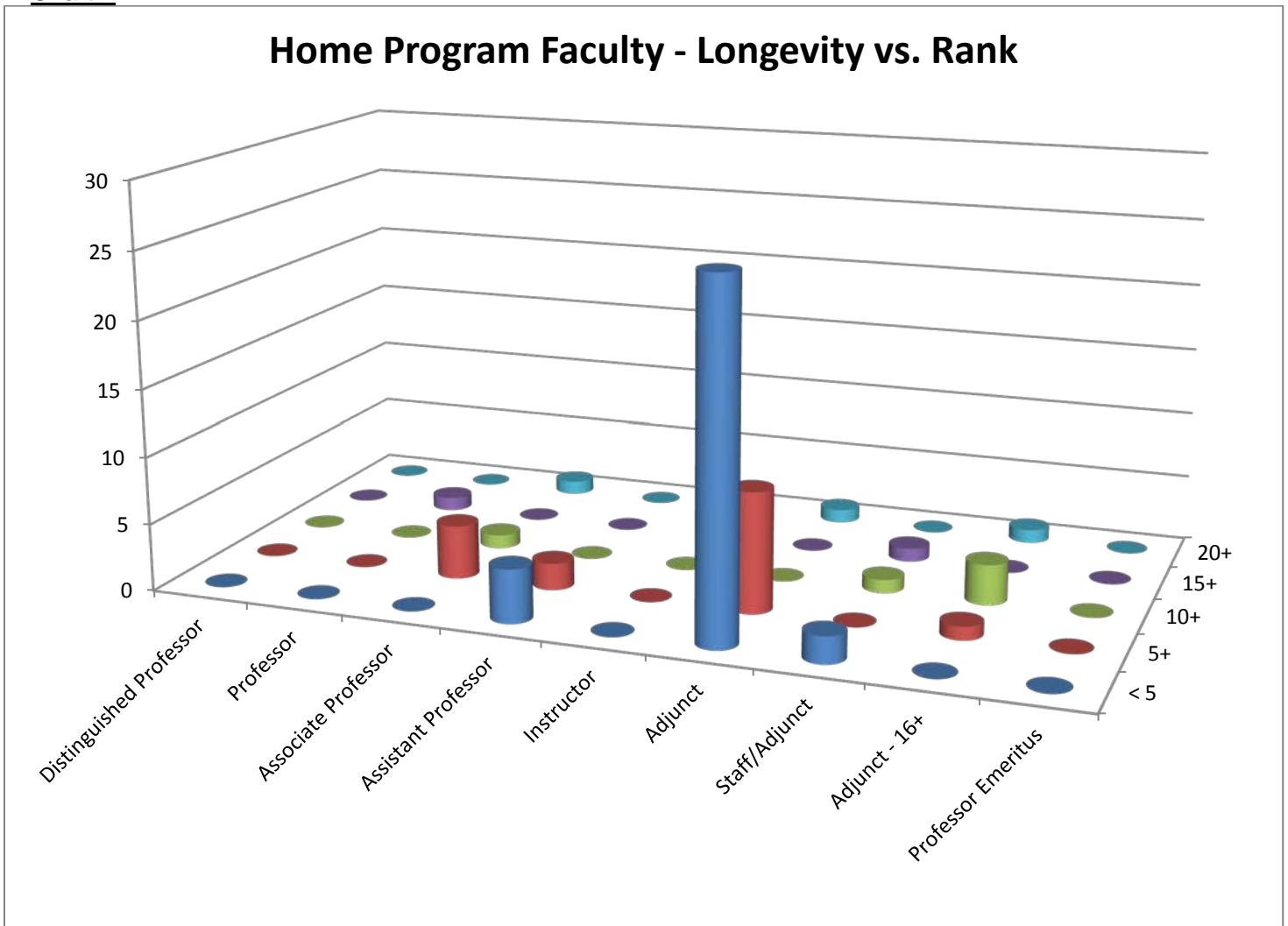


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Ethnicity	Gender	
	Female	Male
Asian	0	0
AI/AN	0	0
African American	1	1
Hispanic	0	1
Unknown	0	0
White	28	14
Total	29	16

Longevity	
< 5	28
5+	10
10+	4
15+	1
20+	2
Total	45

Chart 7



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Rank	
Distinguished Professor	0
Professor	1
Associate Professor	6
Assistant Professor	6
Instructor	0
Adjunct	36
Staff/Adjunct	4
Adjunct - 16+	5
Professor Emeritus	0
Total	58

Longevity	
< 5	32
5+	16
10+	5
15+	2
20+	3
Total	58

SOURCE: IR Faculty Access Database

Coordinator Comments about Faculty Complement and Faculty Activity:

Comments on Faculty Complement (Chart 5)

There are a total of 13 full time faculty in the School of Education. Of those, 10 of the 13 (77%) are at the 5+ or lower longevity range. As such our Program is fairly “young” in nature with the majority of faculty having served less than 9 years in the School of Education.

Also notable in the area of faculty, is the recent retirement of two of our faculty in the 5+ range- Rita Mulholland (Dec 12) and Norma Blecker (June 12). This will add to our number of newer faculty in the School of Education for the next academic year. We have already held a successful search for and hired one full time tenure track faculty member to replace Norma Blecker. We are currently in the midst of a second search for a faculty member to replace Rita Mulholland.

Ethnicity of faculty is similar to institution levels with 15% of faculty in the non-white category. Our gender is more females than males with 8 females compared to 5 males. In all searches for new positions, our Program follows all guidelines set by the Affirmative Action & Ethical Standards Office.

Adjunct Instruction within EDUC

In the area of adjunct instruction, based on the data above in Chart 7, the EDUC Program seems to have a heavy contingent of instructors beyond full time faculty (45 of 58 or 78%). Though this is the case in terms of literal breakdown, the EDUC Program recognized the importance of full time faculty in “core” coursework required as part of our Program. In the case of “core” courses (courses in the professional education sequence that lead to licensure or other professional required courses housed in EDUC), we have a much small number of adjuncts with only 5 of the 22 courses we offer (see Table 6 below) being taught solely by adjuncts. Further, we have instituted a new “lead faculty” (LF) model where full time faculty is designated as leaders for specific courses housed in the EDUC Program where there are 1 or more adjunct instructors. This LF works directly each semester with active adjuncts to ensure consistency and quality among a course when multiple sections are offered (even when they are not necessarily currently teaching a section). LFs include:

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Shelly Meyers	EDUC 3241- Educating Students with Special Needs
Darrell Cleveland	EDUC 3515- Diversity in Families, Schools, and Communities
Doug Harvey	INTC 3610- Instructional Technology for K-12 Teachers
Susan Cydis	EDUC 4105- Literacy Development (P to Gr.3)
	EDUC 4110- Methods of Teaching Elem LA Literacy (Gr. 4-8)
	EDUC 4120- Reading in the Content Area
Norma Boakes	EDUC 4600- Intermediate Fieldwork (secondary)
	EDUC 4990- Student Teaching
	EDUC 4991- Student Teaching Seminar
Kim Lebak	EDUC 4200 Practices & Techniques
	EDUC 4101 Introductory Fieldwork
	EDUC 4600 Intermediate Fieldwork (elementary)
	EDUC 4610 Curriculum & Methods of Elementary in Elementary Education

Table 6. Courses- Full Time Faculty (reg) versus Adjunct Instruction (adj)

Total Course Enrollments	FA 2010			SP 2011			FA 2011			SP 2012		
	Students	Reg	Adj	Students	Reg	Adj	Students	Reg	Adj	Students	Reg	Adj
EDUC 3241	159		5	142		5	135		5	85		4
EDUC 3515	132	2	2	153	3	2	131	2	3	90	2	2
EDUC 4101	83	3	1	69	3	1	61	4		59	3	
EDUC 4105	63	1	2	50	1	2	36	1	1	32	2	
EDUC 4110	66		4	59		3	69	1	3	29		2
EDUC 4120	34		2	16		1	32		2	24		2
EDUC 4150	65	4		59	3		70	4		29	2	
EDUC 4200	83	3	1	72	3	1	61	4		58	3	
EDUC 4201				1	1							
EDUC 4204				1		1						
EDUC 4600	101	3	3	72	2	2	105	1	5	56	1	3
EDUC 4601	12		1				10		1	8		1
EDUC 4605	4	1		5	1		9	1				
EDUC 4606	12	2		6	1		8	1		9	1	
EDUC 4607	2		1				3		1			
EDUC 4608	4		1				3		1			
EDUC 4610	67	1	3	58	1	2	73	1	3	32	1	1
<i>EDUC 4800</i>	2	2		7	4		5	4		10	5	
EDUC 4990	83		1	108		1	68		1	98		1
EDUC 4991	83		3	108		3	68		3	98		3
INTC 3610	99	1	4	67	2	2	87	2	3	30	2	
INTC 4650										9	1	

Professional requirements

Core professional education requirements

Other Comments

Notable within this category is the contributions the EDUC Program and overall SOE faculty have made to the areas of scholarship and service. The Interim Dean, Joe Marchetti, in his introductory message within the Faculty Scholarly Activity Publication for 2011-2012, comments:

“We in the School of Education are proud to salute our faculty and share some of their thought-provoking practical research and scholarly work during the past year. This is the second year that our faculty members have been highlighted for their contributions to the profession and to the future of our students.

A review of this information suggests School of Education faculty are committed to preparing competent, caring, and qualified educators by sharing their research so all associated with learning and teaching might benefit. The range of research is remarkable, covering such diverse topics as creating a learning environment for all students to advising non-native English speaking students to using interactive multi-media in teacher education to living standards and social well-being to concepts, rigor and relevance in the 21st Century. It is clear that our faculty members are on the leading edge of transformative change in their respective disciplines. However, it is not just the research and professional presentations of our faculty that make them outstanding, it is bringing their research to life in the classroom and community that distinguish them among their colleagues. The extent to which our faculty members collaborate with their peers and with colleagues from other educational institutions - both nationally and internationally - distinguishes our School of Education as being vibrant and exciting!

Simply put, our faculty members are caring practitioners concerned with developing the best practices in diverse and technological rich learning environments. Our faculty rank among the best and we are proud of their contributions to our profession.”

A full accounting of the contributions of faculty can be found within the separate Sedona report. A few notable items worthy of special notation in this report include:

- A sheltered English workshop offered to content area K-12 teachers at SRI&ETTC- a continuation of a 10-11 NJDOE funded project- lead by Lois Spitzer
- The continued work of the Stockton Center for Economic and Financial Literacy including 5 major campus activities, four major professional development efforts with K-12 schools, and over \$11,000 in funded projects found at www.stockton.edu/finlit - lead by Director Deb Figart
- Volunteer work for the International Association of Special Education in Cochin, India assisting shelters with technology and English skills services for children spearheaded by Rita Mulholland and involving, most recently 3 Stockton graduate students in the MAED program.
- The purchase of instructional technology (3 iPads) for use with local ARC residents and Stockton students through an Academic Support for Distributed Education (ASD) internal grant received by Shelly Meyers
- Two separate workshops for 6-12 mathematics and science teachers in urban/low income areas on the use of Origami as an instructional and motivational tool in Grahamstown, South Africa and Lesotho, Maseru lead by Norma Boakes

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Program Learning Outcomes Assessment Summary for 2011-12:

Objectives <i>Teacher Education Program Claims Our novice teachers:</i>	Measure(s)	Result(s)	Interpretation(s)	Action(s)
1. ...demonstrate competence in the subject matter they will teach.	Direct measures <ul style="list-style-type: none"> • Praxis I scores • Praxis II scores 	<p>Review of number of applications into Program for full or conditional acceptance (related to Praxis I).</p> <p>Review of Praxis II scores applying to student teaching.</p>	<p>High percentage of students not earning the minimum Praxis I scores.</p> <p>Students passing Praxis II at rate similar to state standard (96% compared to 98% state level). Areas of weakness (less than 90%) include: -secondary general science -middle school social studies, science, & math</p>	<p>Seek approval to be a Praxis I testing site.</p> <p>Offer preparation materials to students for Praxis I.</p> <p>Review courses within “blue list” to match to Praxis II standards.</p> <p>Work with other Programs on campus to identify Praxis II aligned courses.</p>
	Indirect measures <ul style="list-style-type: none"> • Undergraduate GPA • Major GPA • Exit survey • Alumni Survey 	<p>Review of GPA of TEDU students including major GPA and Program GPA.</p> <p>Exit survey data collected and analyzed each semester.</p>	<p><i>Review of data on program completers currently in progress.</i></p> <p>Exit survey data reveals that students are confident in subject matter taught. Areas of weakness reported including special needs and ESL background knowledge.</p>	<p>Creation of undergraduate courses to boost knowledge of special populations.</p>
2.understand and apply appropriate pedagogy.	Direct measures <ul style="list-style-type: none"> • Student Teaching Summative Evaluation 	<p>Summative evaluation scores analyzed for 11-12 academic year.</p>	<p>Students performing at novice teacher level from basic to proficient.</p> <p>Inconsistency between letter grades earned and</p>	<p>Continue to train college supervisors on scoring system and aligning with letter grades received.</p>

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			mean scores on domains.	Revise Stockton's Components of Professional Practice to the 2011 updated Danielson Framework for Teachers. Revise wording & descriptions on evaluation forms.
	<p>Indirect measures</p> <ul style="list-style-type: none"> • Education/Pedagogy Course Grades <ul style="list-style-type: none"> ➤ 4200 ➤ 4110 ➤ 4120 ➤ 4150 ➤ 460X ➤ 4610 ➤ 4991 • Intro & Intermediate Fieldwork Journals (grades for EDUC 4101 & EDUC 4600) • Exit survey • Alumni Survey 	<p>Review of course grades in EDUC/Pedagogy courses. (Grades of B- or better required)</p> <p>Review of sample journals and grades received for fieldwork courses.</p>	<p><i>Analysis of grades earned in progress.</i> Variability noted between full time and adjunct instructors.</p> <p>Review of sample journals by Program faculty indicates consistency with objectives. Need shown for more alignment between Intermediate Semester elementary & secondary fieldwork assignments.</p> <p>Majority of students earning the required B- or better to move forward in program.</p>	<p>Review and update of Intro and Intermediate Fieldwork syllabi to ensure alignment between sections.</p> <p>Meetings held with professional education sequence instructors to address issues and concerns with students each semester.</p> <p>Assigning of a lead faculty member for any courses with 1 or more adjuncts.</p>
3. demonstrate caring teaching practices in diverse classroom settings	<p>Direct measures</p> <ul style="list-style-type: none"> • Student Teaching Summative Evaluation 	Review of Student Teaching Summative Evaluation for related criteria.	Preliminary data overall on all 4 domain mean scores earned illustrates basic to proficient practices with some inconsistencies in grades and score earned.	Continue training for college supervisors on scoring system and documentation practices.

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	Indirect measures <ul style="list-style-type: none"> • Exit survey • Alumni survey • K-12 admin and teacher focus groups • Fieldwork feedback forms (from coop. teacher) • Education Experiential Course Grades <ul style="list-style-type: none"> ➤ 3515 ➤ 4101 ➤ 4600 ➤ 4990 	Review of Exit data. Review of fieldwork feedback forms. Review of qualitative comments from K-12 admin and teacher focus groups held. Review of grades in experiential courses.	Fieldwork feedback form review shows students performing at acceptable level. Focus group data shows satisfactory level of performance by Stockton students with some room for improvement. <i>Review of grades earned in experiential course grades in progress.</i>	Increased course offerings targeted at enhancing students' ability to work in diverse environments. Consideration for revision of Program practices based on focus group feedback.
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Coordinator Comments about Learning Outcomes Assessment Table:

These areas have been detailed throughout this report. The TEDU Program has a number of efforts in place to ensure that Learning Outcomes are being met. Notable actions for 11-12 are summarized below with details found in the first sections of this report.

Actions

- Development of a Banner-based system for aggregating data
- The update of the Exit Survey to a fully online, streamlined survey
- The conducting of formal focus groups with K-12 administrators and teachers through an Appreciation Brunch held annually
- The creation and implementation of faculty leaders in all program required courses
- The review and update of courses within the professional education sequence for better alignment (Intro and Intermediate Semester)
- Sustained training for college supervisors of student teachers in Stockton's Components of Professional Practice and the evaluation system utilized
- The use of digital archival for sample student work, evaluation of student teachers, and surveys conducted
- Collaboration with other Programs to identify and develop courses for Praxis preparation
- Establishing of a Praxis I testing site on RSC campus

Program's Annual Activity Plans for 2012-13:

Anticipated Initiatives

- Continue work to prepare for TEAC New Accreditation including a site visit
- Continue transition to electronic submission of college supervisor documentation of student teacher performance

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- Continue work to create a Banner-based system to aggregate data on TEDU students
- Work with SOE administration, staff, and program faculty to adjust our admission policies so that students who are intending on seeking teacher certification are tracked upon entrance to the institution (FTF and transfer students)
- Continue work to reduce the number of conditional acceptances into the TEDU Program
- Work on the CAPP Audit to allow for Bachelor of Arts in Teacher Education and teacher certification audits
- Develop and seek approval of new four year degree paths that lead to a bachelor's degree and teacher certification within other Programs on campus
- Continue initiatives to capture FTF interest in Teacher Education by:
 - Revising admission policy into Teacher Education so FTF students can be tracked as soon as they enter Stockton
 - Build presence in freshmen-related services including freshmen seminars and living learning communities
- Continue work with lead faculty (LF) to ensure consistency in courses that are part of our Program particularly in the case of courses not housed in EDUC. These courses include:
 - PSYC 3391 Educational Psychology & PSYC 3890- Both courses are considered "gateway" courses and serve as the first formal introduction to working in K-12 environments and to the EDUC teacher certification program courses. To date there is no LD for this area. The Program will seek to designate an LF who will work collaboratively with PSYC faculty to review, update, and coordinate this course with the EDUC Program.
 - EDUC 4600-4610- Secondary Methods and Intermediate Fieldwork courses- An LC in the faculty will be designated to coordinate with all secondary methods and intermediate fieldwork instructors.

School of Education Goals for 2011-2012

Goals are set by the Dean of the School of Education in consultation with the EDUC Program Faculty. These goals are currently being drafted and will be added to the report upon review by the Dean.

Resource Needs

- Copier/Printer Upgrade & Additional Printing Equipment- As noted in last year's annual report, though the size of the SOE faculty, staff, and administration has grown, the copier has remained the same. It is advisable that the SOE considered a larger-scale printer with a way to track usage by user. In addition, a Risograph machine would allow for large amounts of copies and reduce wear and tear on the older copier.
- Additional funding for professional development and scholarly presentations at the national level, particularly for those at tenured status.

Unique Budget Items

- Funding to support TEAC Accreditation visit preparations including the writing and preparation of the Annual Report as well as structuring and organizing the creation of a document room.

Dean's Comments:

The Teacher Education Program faculty has done outstanding work in responding to assessment results in every aspect: enrollment trends, course quality/parity, faculty complement and most importantly, student learning outcomes. The Coordinator has demonstrated exemplary leadership in

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facilitating faculty responses to these results. Contained in this report are acknowledgements of results in measuring enrollments, course syllabi and content, faculty competencies/course assignments and student outcomes on Praxis as well as signature assignments in compliance with TEAC guidelines. In every case, the faculty response has been thoughtful and deliberative, yet prompt and consistently measureable.

In particular, the work this spring and summer on articulating intra-school LIBA paths designed to expedite the degree progress of Stockton's future teachers is especially noteworthy. In her role as coordinator, Dr. Boakes has examined incoming freshmen data, has personally met with prospective freshmen students and parents, and has collaborated with program faculty and staff to participate in our first-ever recruiting activities during Freshmen and Transfer orientations. The success of having identified 50 prospective teachers, most of whom are exempt from Praxis I entrance requirements, illustrates the impact that such responsive and dedicated work has already had on the program. Although these students will not officially enter the Introductory Fieldwork semester until Spring of 2015, our ability as a School to work with them on selecting the most appropriate coursework to prepare them for licensure and for teaching itself will transform our population of future teachers.

We will continue to recruit from the current Educational Psychology enrollees, most of whom have earned 64+ credits, even as we turn our attention this year to identifying students who are now sophomores and may wish to participate in either the Diversity in Families Schools and Communities or another of our general interest courses, such as Urban Teacher, Pathways or Schools of the Future. These activities, in combination with the Program's plans to seek re-accreditation from TEAC, will also further advance opportunities for the faculty to collaborate with colleagues from other schools.

Appendices

- A. Master Course List by name, number, and instructor for 2011-2012**
- B. Teacher Education Program Exit Survey 2011 Analysis Report**
- C. Interest by Schools Data reported by the Admissions Office as of May 16, 2012**
- D. EDUC Program Meeting Documentation for 2011-2012**
- E. NJDOE Approvals for TEDU Program Updates**
- F. Teacher Education Program recruitment activities 11-12**
- G. School of Education Framework and Enrollment Initiatives Document**
- H. Teacher Education Program Title II 2012 Report**
- I. TEAC Annual Report- submitted August 2011**
- J. Appreciation Brunch June 2012 Documentation**
- K. VET Teach Curriculum Worksheet Draft (as of 5/17/12)**

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Appendix A- Master Course List by name, number, and instructor for 2011-2012

RED- Indicates core program courses

Highlight- Indicates full time faculty in SOE

Course #	Course Name	Instructor
BASK 1102	READINGS	MEYERS
ECON 1120	ECONOMICS OF SOCIAL WELFARE	FIGART
EDUC 2551	ELEMENTARY SCHOOL MATH: GEOMETRY	CARUSO
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	JOLLEY
EDUC 3241	EDUCATION OF CHILDREN WITH SPECIAL NEEDS	LIPPMAN
EDUC 3241	EDUCATION OF CHILDREN WITH SPECIAL NEEDS	MASTERS
EDUC 3515	FAMILIES, SCHOOLS, & COMMUNITIES	CLEVELAND
EDUC 3515	FAMILIES, SCHOOLS, & COMMUNITIES	GIAQUINTO
EDUC 3515	FAMILIES, SCHOOLS, & COMMUNITIES	HALL
EDUC 3515	FAMILIES, SCHOOLS, & COMMUNITIES	PERETTI
EDUC 3515	FAMILIES, SCHOOLS, & COMMUNITIES	DUNLEVY
EDUC 3620	EDUCATION LAW	LATOURETTE
EDUC 4101	INTRODUCTORY FIELDWORK IN EDUCATION	LEBAK
EDUC 4101	INTRODUCTORY FIELDWORK IN EDUCATION	TINSLEY
EDUC 4101	INTRODUCTORY FIELDWORK IN EDUCATION	CYDIS
EDUC 4101	INTRODUCTORY FIELDWORK IN EDUCATION	ERVIN
EDUC 4105	LITERACY DEVELOPMENT	TINSLEY
EDUC 4105	LITERACY DEVELOPMENT	LAFAVE
EDUC 4105	LITERACY DEVELOPMENT	CYDIS
EDUC 4110	METHODS OF TEACHING ELEMENTARY LANGUAGE ARTS	CYDIS
EDUC 4110	METHODS OF TEACHING ELEMENTARY LANGUAGE ARTS	HORNER
EDUC 4110	METHODS OF TEACHING ELEMENTARY LANGUAGE ARTS	MOHR
EDUC 4110	METHODS OF TEACHING ELEMENTARY LANGUAGE ARTS	LAFAVE
EDUC 4120	READING IN THE CONTENT AREA	MONILLAS
EDUC 4150	METHODS OF TEACHING ELEMENTARY MATH	BOAKES
EDUC 4200	PRACTICES & TECHNIQUES OF TEACHING	LEBAK
EDUC 4200	PRACTICES & TECHNIQUES OF TEACHING	TINSLEY
EDUC 4200	PRACTICES & TECHNIQUES OF TEACHING	CYDIS
EDUC 4200	PRACTICES & TECHNIQUES OF TEACHING	ERVIN
EDUC 4600	INTERMEDIATE FIELDWORK	DEHORSEY
EDUC 4600	INTERMEDIATE FIELDWORK	GATTO
EDUC 4600	INTERMEDIATE FIELDWORK	LEBAK
EDUC 4600	INTERMEDIATE FIELDWORK	NOVASACK

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EDUC 4600	INTERMEDIATE FIELDWORK	SEFCIK
EDUC 4601	METHODS OF TEACHING ENGLISH	BLAIR
EDUC 4605	METHODS OF TEACHING SOCIAL STUDIES	CLEVELAND
EDUC 4606	METHODS OF TEACHING MATH & SCIENCE	ERVIN
EDUC 4607	METHODS OF TEACHING WORLD LANGUAGE	EWART
EDUC 4608	METHODS OF TEACHING ART	YOAST
EDUC 4610	CURRICULUM AND METHODS IN ELEMENTARY EDUCATION	DEHORSEY
EDUC 4610	CURRICULUM AND METHODS IN ELEMENTARY EDUCATION	LEBAK
EDUC 4610	CURRICULUM AND METHODS IN ELEMENTARY EDUCATION	NOVASACK
EDUC 4610	CURRICULUM AND METHODS IN ELEMENTARY EDUCATION	SEFCIK
EDUC 4710	METHODS OF TEACHING ESL/BE	STEINACKER
EDUC 4990	STUDENT TEACHING	VAUGHAN
EDUC 4991	STUDENT TEACHING SEMINAR	DOLTON
EDUC 4991	STUDENT TEACHING SEMINAR	MYRTETUS
GAH 1360	TOPICS IN AFRICAN AMERICAN HISTORY & CULTURE	CLEVELAND
GAH 2330	THEORY & PRACTICE OF LANGUAGE	SPITZER
GEN 1045	FINANCIAL LITERACY & CAPABILITIES	FIGART
GEN 1120	RHETORIC & COMPOSITION	SPITZER
GEN 3245	MULTICULTURAL CHILDREN'S LITERATURE	HORNER
GEN 3245	MULTICULTURAL CHILDREN'S LITERATURE	STEINACKER
GIS 4623	DIGITAL CULTURE	CASTILLO
GNM 1124	SURVEY OF MATHEMATICS	QUINN
GNM 2138	SCIENTIFIC INQUIRY	ERVIN
GNM 2257	THE ART AND MATH OF ORIGAMI	BOAKES
GSS 1044	DIVERSITY ISSUES	CLEVELAND
GSS 3169	THE VETERAN EXPERIENCE	CARO
GSS 3360	SCHOOLS OF THE FUTURE	COLE-WOODSON
GSS 3360	SCHOOLS OF THE FUTURE	DELLABARCA
GSS 3360	SCHOOLS OF THE FUTURE	GENTILE
GSS 3360	SCHOOLS OF THE FUTURE	PERETTI
GSS 3360	SCHOOLS OF THE FUTURE	GIAQUINTO
INTC 3610	INSTRUCTIONAL TECHNOLOGY FOR K-12 TEACHERS	CARO
INTC 3610	INSTRUCTIONAL TECHNOLOGY FOR K-12 TEACHERS	BOAKES
INTC 3610	INSTRUCTIONAL TECHNOLOGY FOR K-12 TEACHERS	FAITH
INTC 3610	INSTRUCTIONAL TECHNOLOGY FOR K-12 TEACHERS	PUGGI
INTC 3610	INSTRUCTIONAL TECHNOLOGY FOR K-12 TEACHERS	ROSS
INTC 4650	ADVANCED TECHNOLOGY INTEGRATION	BOAKES

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Appendix B- Teacher Education Program Exit Survey 2011 Analysis Report

All of the percentages of each area for the entire category were combined for reporting purposes. For example, for the category "Subject Matter" the average of percentages for the rating of column 4 were calculated, then the average of percentages for the rating of column 3 were calculated, and so on.

***Note:** Averages of Ratings 1 and 2 were only calculated if their percentages in 2 or more areas were over 20% (If 1 area percentage was noticeably high in either 1 or 2 column ratings, I indicated it), 3 and 4 were always calculated no matter what.

The following question corresponds to questions 1-14:

As a result of your teacher preparation training at Richard Stockton College of New Jersey, how prepared do you believe you are to meet the following teaching standards?

4=Very Well Prepared, 3= Well Prepared, 2=Somewhat Prepared, 1=Not at all Prepared

1. HUMAN GROWTH AND DEVELOPMENT

- 86.6% of the students feel that they were Very Well Prepared
- 11.2% of the student feel they were Well Prepared

2. SUBJECT MATTER

- 76.1% of students feel they were Very Well Prepared
- 21.3% of students feel that they were Well Prepared
 - 29% of students in the area of "Integrate Numeracy Skills into Other Content Areas" feel they were Well Prepared.

3. DIVERSE LEARNERS

- 63.8% feel Very Well Prepared
- 22.8% feel Well Prepared
- 32% in the specific area of "Use strategies to support learning of students whose first language is not English" feel only Somewhat Prepared, and 29% feel Well Prepared, leaving only 35% feeling Very Well Prepared.

4. INSTRUCTIONAL PLANNING AND STRATEGIES

- 71.3% of students feel Very Well Prepared
- 25.3% of students feel Well Prepared

5. COLLABORATION AND PARTNERSHIPS

- 62.8% of students feel Very Well Prepared
- 27.3% of students feel Well Prepared

6. EDUCATIONAL TECHNOLOGY

- 73.4% of students feel Very Well Prepared
- 24% of students feel Well Prepared

7. ASSESSMENT

- 77.2% of students feel Very Well Prepared
- 21.6% of students feel Well Prepared

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8. LEARNING ENVIRONMENT

- 80% of students feel Very Well Prepared
- 16.6% feel Well Prepared

9. SPECIAL NEEDS

- 30.4% of students feel Very Well Prepared
- 41.2% of students feel Well Prepared
- 26.2% of students feel Somewhat Prepared
 - In the specific areas of:
 - “Know how to participate in the design of an IEP” **41%** of students feel Somewhat Prepared
 - “Know how to participate in the implementation of an IEP” **26%** of students feel Somewhat Prepared
 - “Access and understand information regarding laws applicable to IEP’s” **29%** of students feel Somewhat Prepared

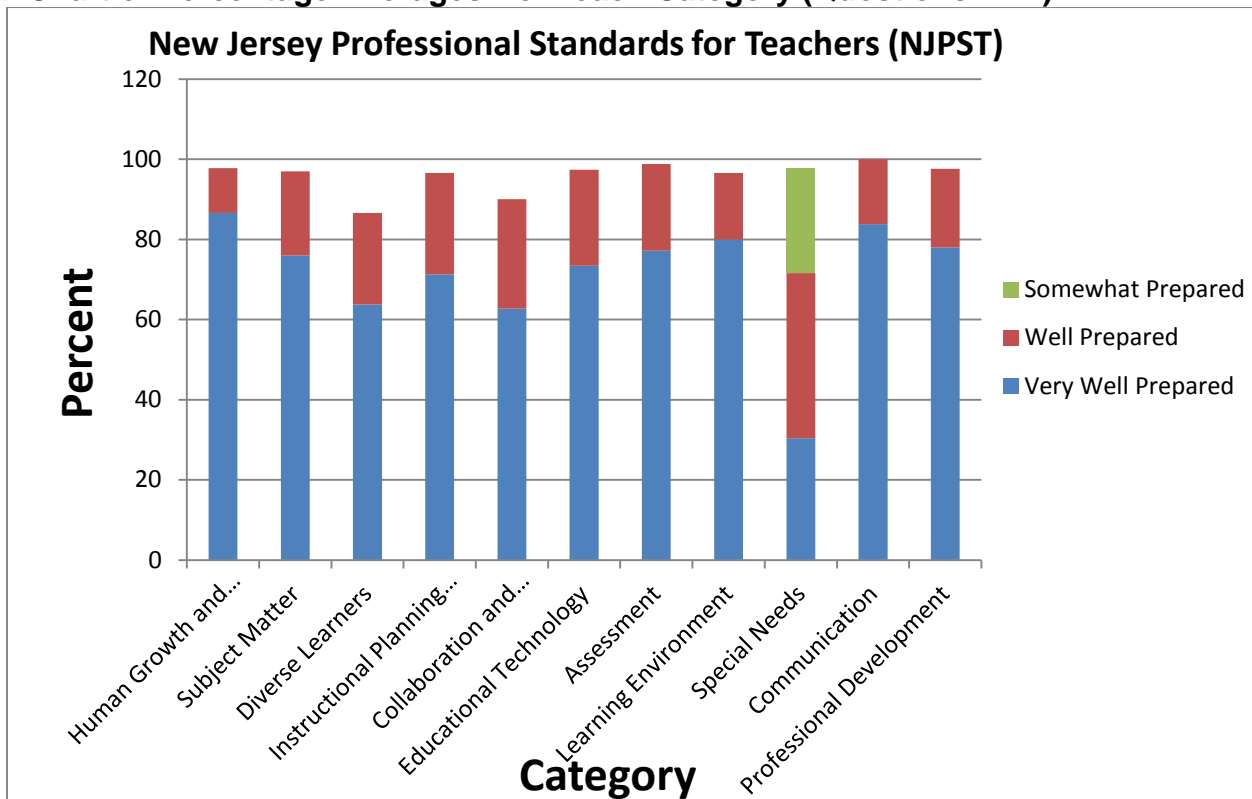
10. COMMUNICATION

- 83.8% of students feel Very Well Prepared
- 16.2% of students feel Well Prepared

11. PROFESSIONAL DEVELOPMENT

- 78% of students feel Very Well Prepared
- 19.6% of students feel Well Prepared

***Visual Chart of Percentage Averages from each Category (Questions 1-14)**



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***Note: Percentages for Somewhat Prepared (not including Special Needs) and Not At All Prepared are not charted, due to the fact that few or no students answered with those ratings.**

DEMOGRAPHICS

15. Gender

- 76% Female
- 15% Male

16. Age

- 46% 20-24 years of age
- 35% 25-29 years of age
- 10% 30-34 years of age
- 3% 35-39 years of age
- 0% 40-44 years of age
- 5% 45-49 years of age
- 2% 50-54 years of age

***81% of students were between the ages of 20-29 years old.**

***19% of students were between the ages of 30-54 years old**

17. Ethnicity

- 90% White
- 3% African-American/Black
- 2% Hispanic
- 2% Asian or Pacific Islander
- 3% Other/Decline to State
- 0% American Indian or Alaskan Native

18. STUDENT TEACHER EVALUATION OR COOPERATING TEACHER

For each of the statements below, indicate to what extent your needs were met by your cooperating teacher or during your student teaching experience. (4= Needs Were Fully Met, 3=Most Needs Met, 2= Some Needs Met, 1= Needs Not Met)

- 83% of students felt that their Needs Were Fully Met
- 10.9% of students felt that Most Needs Were Met

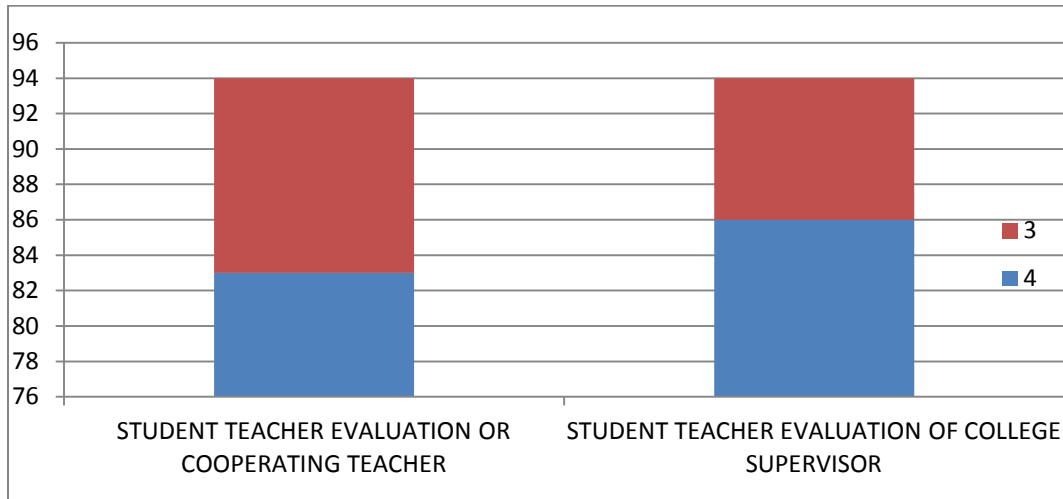
20. STUDENT TEACHER EVALUATION OF COLLEGE SUPERVISOR

For each of the statements below, indicate to what extent your needs were met by your college supervisor during your student teaching experience. (4= Needs Were Fully Met, 3=Most Needs Met, 2= Some Needs Met, 1= Needs Not Met)

- 86.2% of students feel their Needs Were Fully Met
- 8.2% of students feel Most Needs Were Met

***Visual chart of questions 18 and 20.**

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EVALUATION OF THE TEACHER EDUCATION PROGRAM SERVICES

22. Rate the value of your experience in each area below on a scale of 1 to 5 (5= Of Great Value, 4= Some Value, 3= Neutral, 2= Little Value, 1= No Value)

- 37.5% of students felt their Experience was Of Great Value
- 32.5% of students felt their Experience was of Some Value
- 19.25% of students felt their Experience was Neutral
 - In the area of “Preceptorial Advising” **27%** of students feel Neutral
 - In the area of Orientation, **18%** of students feel Neutral
- In the area of “Assigned Preceptor” **15%** of students feel their Experience had No Value

24. To what extent were you satisfied with each of the following supports of the Teacher Education

Program (5=Very Satisfied, 4=Satisfied, 3=Neutral, 2= Somewhat Satisfied, 1=Unsatisfied)

- 52% of students feel Very Satisfied
- 35.3% of students feel Satisfied
- In the area of “Teacher Education Program Website” **17%** of students feel Neutral

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Appendix C- Interest by Schools Data reported by the Admissions Office as of May 16, 2012

SCHOOL	MAJOR	CONC	# of FRS
GENS	UNDC		271
ARHU	ARTS	PDRF	5
	ARTS	PTPR	4
	ARTS		2
	ARTV	VCOM	1
	ARTV	VILL	1
	ARTV	VPHO	3
	ARTV		4
	COMM	GNMS	5
	COMM	MEDP	5
	COMM	PRAD	2
	COMM		5
	HIST		17
	LCST	FREN	1
	LCST	SPAN	1
	LCST		1
	LITT	CRWT	2
	LITT	LIST	1
	LITT		13
TOTAL			73

BUSN	BSNS	ACCT	21
	BSNS	FIN	8
	BSNS	INTL	1
	BSNS	MGMT	21
	BSNS	MKTG	9
	BSNS		12
	CSIS		13
	HTMS		29
TOTAL			114

HLTH	HLSC	CMDS	35
	HLSC	GENE	16
	HLSC		38
	NRS4		31
	PUBH	CHED	2
	PUBH	HADM	3
	PUBH	PROT	2
	PUBH		1
TOTAL			128

EDUC*			152
* Indicated an interest in application			

SCHOOL	MAJOR	CONC	# of FRS
NAMS	BCMB		11
	BIOL	BTEC	5
	BIOL	GENE	8
	BIOL	MTEC	1
	BIOL	PHTH	44
	BIOL	PROF	14
	BIOL		10
	CHEM	GENE	2
	CHEM		3
	CPLS	MARS	1
	CPLS	MATH	1
	CPLS	PHYS	1
	ENSC	GENE	3
	ENSC	SUST	2
	ENSC		8
	MARS	MBIO	13
	MARS	OCEN	2
	MARS		13
	MATH	ACTU	3
	MATH	ENGN	3
	MATH	GENE	2
	MATH		13
	PHYS	ENGN	5
	PHYS	GENE	2
	PHYS		3
	SSTB		2
TOTAL			175


SOBL	CRIM	DUAL	16
	CRIM	FORE	15
	CRIM	FPSY	16
	CRIM	GENE	20
	CRIM	HOME	1
	CRIM		15
	ECON		1
	POLS	GENE	2
	POLS	PREL	7
	POLS		5
	PSYC	FPSY	9
	PSYC	GENE	23
	PSYC		26
	SOCY	ARCH	1
	SOCY	LCUL	2
	SOCY		2
	SOWK		9
TOTAL			170

While the EDUC Program has seen a decrease in enrollment overall, data on incoming freshmen reflects a strong interest in Education.

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Appendix D. EDUC Program Meeting Documentation for 2011-2012

School of Education
Ph: 609.652.4688
Fax: 609.626.5528



THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

PO Box 195
Jimmie Leeds Road
Pomona NJ 08240
www.stockton.edu

Important Dates for Fall 2011

- **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 2011. All meetings are joint meetings requiring both MAED and EDUC faculty (due to upcoming Middle States and continued TEAC preparation) unless otherwise noted.

September 1st (Fall Fac. Conf), September 28th, **October 19th, November 30th
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.

The **October 19th meeting is of high importance to all faculty and focuses solely on issues including new requirements with the CAPP Audit that will impact how we advise students and handle grad certs.
- **Preceptorial advising days**- October 25th (Tue- all day) and November 2nd (Wed- until 3:35)-


All faculty are needed. These are college scheduled days when we advise students and issue permits.
- **Open Houses**- Oct. 16th (Sun), Nov. 13th (Sun), Dec. 4th (Sun), & April 15th (Sun)- all are from approx. 10-1pm

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.
- **Faculty Senate Meetings**- Sept. 20th, October 18th, Nov. 15th, Dec. 6th (all faculty)
- **EDUC/MAED Faculty Retreat**-Thurs. December 15th 9:30-12:30
- **New Jersey Education Association Conference**- Nov. 10th (Thurs) and Nov. 11th (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. Please let Nancy Fiedler know your availability.

Education – 2011/12 Coordinator's Report

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THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

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Important Dates for Spring 12

- **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 Spring 2012. All dates are also noted on the EDUC & MAED Shared Outlook Calendar. (All faculty were given access to it.) *Schedule room for all meetings is Campus Center Meeting Room.*
 - EDUC- February 1st (Wed) 11-1pm
 - MAED- February 8th (Wed) 11-1pm
 - EDUC- February 29th (Wed) 11-1pm
 - MAED/EDUC- April 11th (Wed) 11-1pm
 - MAED/EDUC- April 25th (Wed) 11-1pm

- **Preceptorial advising days** March 27th (Tue- all day) and April 4th (Wed- until 3:35)-
All faculty are needed. These are college scheduled days when we advise students and issue permits.

- **Open House-** April 15th (Sun)- Approx. 10-1pm

- **Commencement-** Sunday May 6th

Summary of major items reviewed at all Program Meetings by meeting date:

- **September 28, 2011**
 - CAPP audits for advising and graduation- Decision made to create 2 types of audits: one for certification and another for the Bachelors in Teacher Education
 - Review of Program Requirements- Update of middle school specialization worksheet ("blue list") & curriculum worksheets to reflect NJDOE code standards
- **October 19, 2011**
 - Preparation for preceptorial advising- Review of CAPP audit & process for advising
 - Change to graduation review- Review of coursework for graduation automated using CAPP audit. Faculty reviewed process and what to do if audit does not run "clean".
- **November 30, 2011**
 - Approval of revisions to English and Social Studies secondary certification curriculum worksheets
 - Review and revision of the Exit Survey taken by all graduating students from the TEDU program
 - G courses and 5 year review- Faculty reviewed courses within EDUC due for course review.

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- Appreciation brunch for K-12 teachers & administrators- Discussed process & structure for 2nd annual brunch (June 21, 2012) to be held as a “thank you” to area contributors to the EDUC program
- Discussion of development of freshmen seminar course to attract interested EDUC students
- Professional requirement courses under EDUC including EDUC 3515 & EDUC 3241 revised so no prerequisites were necessary to enroll in the course
- **December 15, 2011**
 - Approval of revisions of remaining curriculum worksheets including all certification areas (elementary & secondary)
 - Discussion of the Veteran Pilot Program- This new grant-funded state initiative provides a college education to veterans after September 2011. The incoming Dean and administration of the School of Education is working with other Schools to create a new program that would allow for a veteran to earn a degree with teacher certification in a 4 year period
- **February 1, 2012**
 - Review and approval of Families, Schools, and Communities Taskforce work including an updated syllabi, course title, and course descriptor.
 - Review and approval of the Reading & Language Arts Literacy Taskforce work including updated syllabi, course titles, and course descriptors of all LA courses in certification sequence.
 - Review and update of Framework and Enrollment Initiatives to address issues with declining interest and enrollment in the Teacher Education Program
 - Discussion of hybrid and online course policy for EDUC coursework and courses within teacher certification sequence.
- **February 29, 2012**
 - Two new G-courses presented and accepted to the G committee by SOE faculty including GEN 1430 Developing Cross Cultural Communications (I) & GNM 2253 Science in the Garden State (Q2)
 - Updates on articulation of changes to TEDU program to other Stockton Programs
 - Discussion of preceptorial advising including special summer session advising held beyond precepting days set
 - Teacher Education Program Exit Survey Results from graduates were reviewed & discussed
- **April 11, 2012**
 - Program courses due for W2 review were discussed and reviewed. Courses will be submitted for renewal by lead faculty members. Approved as of time of annual report includes: GSS 3360- Schools of Future, EDUC 4101 Intro FW, EDUC 4110 Methods of Teaching Elementary LAL, EDUC 4600 Intermediate FW, EDUC 4150 Methods of Teaching Elementary School Math, & EDUC 4120 Reading in the Content Area. One course is still in progress for W2 approval- EDUC 3515 Diversity in FSC.
 - Update on VET Teach bill (signed into law on 4/5/12) including recruitment materials and review of program structure (including curriculum) for incoming VET Teach candidates.
 - Discussion of potential partnership with Mainland Regional HS District as part of students' fieldwork and student teaching experiences within the TEDU Program
 - Review of updates to the student teaching semester paperwork due to the release of Danielson's 2011 Framework for Teachers

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- **May 2, 2012**
 - Review of “core” assignments of both EDUC and MAED courses presented by Program faculty
 - Discussion on current enrollment challenges and possible actions. Program agreed to seek 4-year degree and certification paths with Stockton program through the start of a freshmen pilot that will be based on an existing course housed within EDUC, GSS 1072 Pathways to Learning
 - Discussion of models for professional development schools

Taskforce and Other Program Related Meetings 2011-2012

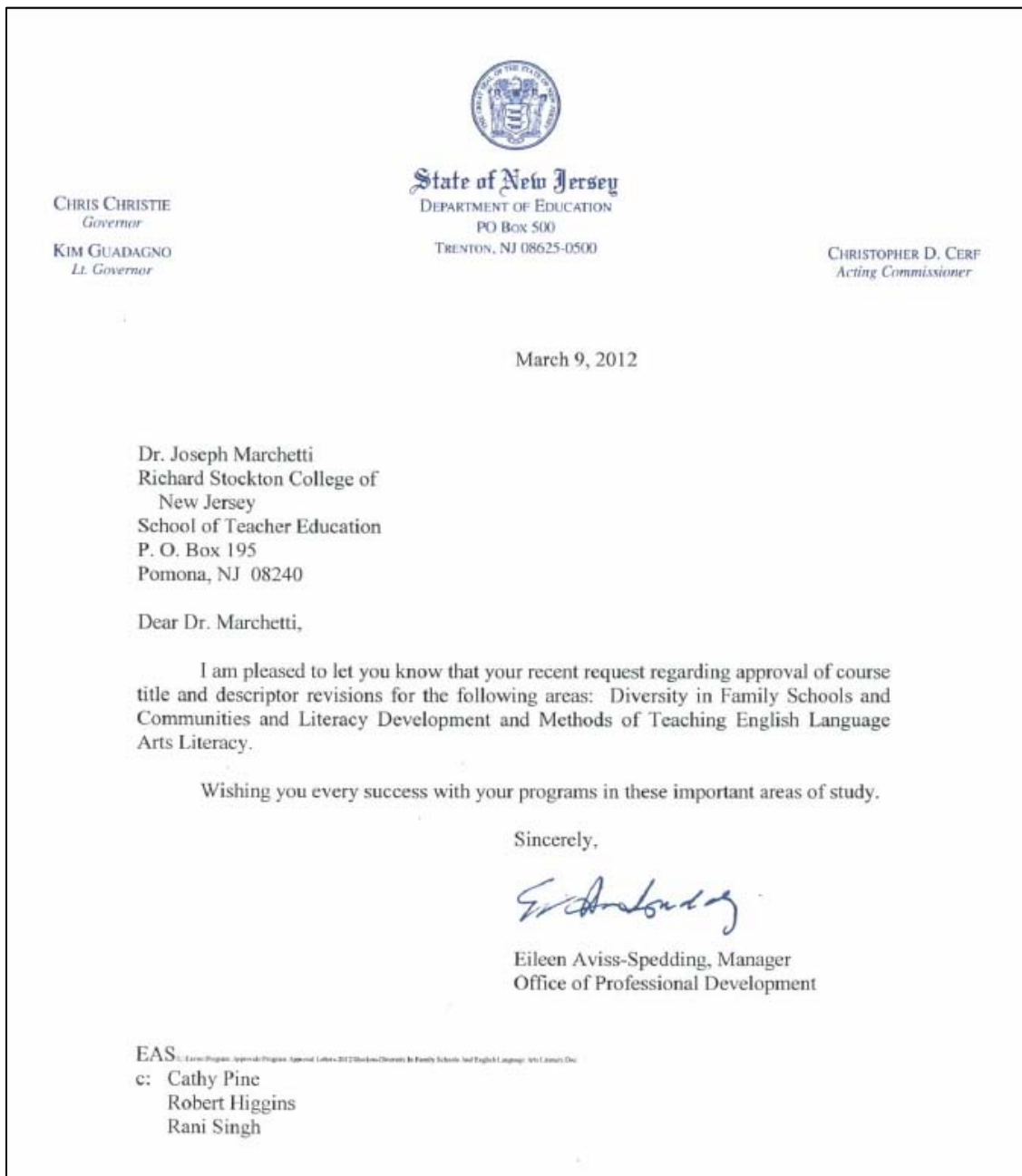
- **Reflection on Introductory and Intermediate Semester Courses-** May 3, 2012- All instructors, full time and adjuncts, met to discuss practices and revisions needed to courses within TEDU certification coursework semesters. Actions included:
 - Revision to syllabi on attendance and submission of work policies
 - Infusion of Danielson's Framework for Teachers within all certification courses
 - Actions to address disposition and professionalism issues seen in courses
- **TEDU Program Curriculum Review Taskforce-** November 21 & December 5, 2011- Program faculty, administration, and staff met to review and update curriculum worksheets and program requirements to align to NJDOE code for teacher licensure. Recommendations were brought forward to the TEDU Program for approval then sent to NJDOE for formal approval.
- **Families, Schools and Communities Taskforce-** October 11 & December 15, 2011- All instructors, full time and adjuncts, met to align sections of the EDUC 3515 (Families, Schools and Communities course). Alignment included: a shared descriptor and information for syllabi; similar assignments; and an updated course descriptor and title.
- **Reading and Language Arts Literacy Taskforce-** December 1, 2011- (follow up meeting to one held in Spring 12)- All instructors, full time and adjuncts, met to discuss reading and language arts courses within the TEDU program certification sequence including: EDUC 4105 Literacy Development, EDUC 4110 Methods of Teaching Elementary Language Arts Literacy, and EDUC 4120 Reading in the Content Area. Meetings held resulted in: revises titles and course descriptions for EDUC 4105 & EDUC 4110; updated texts for all courses; and revised syllabi.
- **Instructional Technology for Teachers Taskforce-** October 31, 2011- Meeting held between RSC and Atlantic Cape Community College faculty to discuss articulation of the course, INTC 3610 Instructional Technology for K-12 Teachers. ACCC's course was reviewed with suggestions made to revise the ACCC version of the course (formerly CISM 128) to meet RSC TEDU standards set. Review of syllabus completed via Google documents. Final version of the new CISM 290 course for ACCC accepted by SOE faculty on 3/9/12.
- **Instructional Technology Leadership Academy (ITLA) Taskforce-** February 6, 2012 & electronic communication- Taskforce includes a blend of EDUC and MAIT faculty. The Taskforce discussed actions related to ITLA including:
 - Funding issues for handheld technology used as part of ITLA (iPods)
 - Offering of courses of ITLA including structure, credits, and coverage
 - Application and acceptance of TEDU students into ITLA
 - Scholarship and research related to ITLA
- **Student Teaching Taskforce**

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- **Preplanning meeting for student teaching college supervisor meeting-** July 6 & July 18, 2011- Program Coordinator, staff, administration, faculty, and adjunct instructors met to review and update the student teacher training day held in August each summer to train college supervisors and prepare student teachers for their student teaching experience.
- **Spring 12 Pilot Program-** December 20, 2011- Program Coordinator met with college supervisors that will participate in a fully online version of the student teaching semester through the web-based Taskstream program. Process and issues were discussed prior to implementation.
- **College Supervisor Training-** August 9, 2011 (3 hours) & November 18, 2011 (1 ½ hours)- Training completed by Program Coordinator and included:
 - Training on Stockton's Components of Professional Practice
 - College Supervisor's Role during the Student Teaching Experience
 - Technology training including RSC email system, Taskstream's collaborative program, and online student teacher final evaluation submission
 - Review of Domain 1 based on Danielson Framework including lesson plan expectations and quality of quantitative feedback
 - Review of the levels of performance scale of the Danielson Framework

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Appendix E. NJDOE Approvals for TEDU Program Updates



Education – 2011/12 Coordinator's Report

School of Education

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THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

February 22, 2012

Cathy Pine, Director
Professional Standards and Higher Education Collaborative
New Jersey Department of Education
Box 500
Trenton, New Jersey 08625

Dear Director Pine:

The Richard Stockton College of New Jersey School of Education faculty and administration have worked this year to review and revise our curriculum worksheets to align with current state and national standards. From that work come the following requests:

1. Request approval from the New Jersey Department of Education for the curriculum worksheets attached that reflect minor revisions intended both to keep our certification requirements aligned with state and national standards and to meet current licensure code. This request includes curriculum worksheets for: Art, Biological Science, Chemistry, Earth Science, English, Mathematics, Physical Science, Physics, Social Studies, World Languages, and Elementary Education with Middle School Specializations.

2. Request approval from the New Jersey Department of Education for the following course title and descriptor revisions. The basic nature and content of the courses remain the same, but the revision allows us to tailor our courses to the needs of our students. Again, these modifications come after faculty and administrative input. These are the revisions we are requesting:
 - a. *Families, Schools and Communities* title and descriptor to *Diversity in Family, Schools, and Communities*
 - b. *Literacy Development* title and descriptor to *Literacy Development (P to Grade 3)*
 - c. *Methods of Teaching Elementary Language Arts Literacy* title and descriptor to *Methods of Teaching English Language Arts Literacy (Gr. 4 to 8)*

Supporting documentation for these revisions is attached.

Should you have questions or concerns or require additional materials, please contact us.

Sincerely,

Joseph J. Marchetti, Ph.D.
Interim Dean and Professor

Cc: Dr. Claudine Keenan, Incoming Dean, School of Education (April 2, 2012)
Dr. Pamela Vaughan, Assistant Dean, School of Education

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Appendix F. Teacher Education Program Recruitment Activities 11-12

Open House Dates

- October 16
- November 13
- December 4
- April 15

Information Workshops (June 2011-June 2012)

- June 14
- July 19
- August 9
- September 13
- October 11
- November 1 (Freshmen workshop)
- November 15
- November 29
- December 13

- January 24
- January 31
- February 21
- February 28
- March 6
- March 20
- April 10
- April 17
- May 22
- June 19

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Appendix G. School of Education Framework and Enrollment Initiatives Document

A Map of our Goals, Objectives and Enrollment Initiatives – Please *CONNECT* with Teams:

	Goal 1: Strengthen connections for the School of Education <i>within</i> the College	
Objectives	Initiatives	Team
1a: Collaborate with faculty embrace the School of Education	<p>Develop “suggested course roadmap” from freshman year for some of the “feeder” majors for teacher education, particularly Psychology, Communications, Language Arts, Sociology, Social Studies – update advising documents.</p> <p>Consider a publicity campaign for preceptors and students regarding elimination of the “eight credit” rule allowing Education courses to count toward graduation requirements. As part of this effort, development of program articulations agreements should be advanced.</p>	Norrie Boakes Pam Vaughan
1b: Collaborate with administrators to enhance the School of Education	Promote (in email, on tv screens and in Advising Brown Bag sessions?) the policy that allows for students at any level to attend preceptorial advising sessions held by Teacher Education Program.	Ron Tinsley Amy Ackerman
1c: Examine current policies, procedures and curricula for their “friendliness” to students	<p>Meet with Educational Psychology faculty to review Ed Psych as the “gateway” course to teaching. The possibility of moving a “re-named” course to SOE should be explored.</p> <p>Improve tracking of teacher education candidates who attend interest sessions to find out why they “drop out” of the process along the way.</p> <p>Gather and analyze data using existing Teacher Education Program survey tools to determine areas of strength and weakness in Program</p> <p>Complete a program review of all Teacher Education Program coursework to ensure alignment to state licensure standards and TEAC standards</p> <p>Propose the “small program changes” like course titles and descriptions that NJDOE will permit.</p>	Norrie Boakes Pam Vaughan Kim Lebak Ron Tinsley
1d: Design experiences that will be appealing/friendly to current Stockton students	<p>Develop Freshman Seminar, possibly entitled “Interpersonal/Intercultural Communication,” targeting incoming freshmen who may be considering teaching as a profession. Work with existing faculty to develop course proposal for Fall 2012 (G review on 2/3/12).</p> <p>Begin using a database of contact info gathered on “Teacher</p>	Joe Marchetti Mildred Peretti Claudine Keenan Lois

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	Education Interest Cards” for attendees at all Open House sessions for tracking and ongoing contact/follow-up.	Spitzer Doug Harvey Norma Boakes Jung Lee Amy Ackerman Ron Caro Susan Cydis Deb Figart
	Goal 2: Enhance connections for the School of Education <i>beyond</i> the College	
2a: Collaborate with Admissions to recruit new Education students to the College	<p>Explore possibility of identifying prospective teacher education students earlier through the admissions process. Follow up with Admissions to see if teacher education can be an interest “check off” on the application.</p> <p>Explore using Social Networking to share information and enlist current teacher education students to communicate with prospective teacher education students.</p>	Pam Vaughan Claudine Keenan Nancy Fiedler
2b: Collaborate with External Affairs to promote the School of Education to new students	<p>Work on materials that promote the Teacher Ed program as part of the overall School of Education external campaign.</p> <p>“Explore” an international exchange program (2 year + 2 year kind of program, with F1 visa, not with J visa) to bring more diversity in the SOE by working with the External affairs office.</p>	Claudine Keenan George Sharp Kim Lebak Nancy Fiedler Jung Lee Amy Ackerman

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Appendix H- Teacher Education Program Title II 2012 Report

Name of Institution: The Richard Stockton College of New Jersey
Institution/Program Type: Traditional
Academic Year: 2010-11
State: New Jersey

Address: 101 Vera King Farris Drive

Galloway, NJ, 08205

Contact Name: Dr. Pamela Vaughan
Phone: 609-652-4688
Email: pamela.vaughan@stockton.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	NA	Yes
Fee/Payment	NA	Yes
Transcript	NA	Yes
Fingerprint check	NA	Yes
Background check	NA	Yes
Experience in a classroom or working with children	NA	No
Minimum number of courses/credits/semester hours completed	NA	Yes
Minimum high school GPA	NA	No
Minimum undergraduate GPA	NA	Yes
Minimum GPA in content area coursework	NA	Yes
Minimum GPA in professional education coursework	NA	Yes
Minimum ACT score	NA	No

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Minimum SAT score	NA	No
Minimum GRE score	NA	No
Minimum basic skills test score	NA	Yes
Subject area/academic content test or other subject matter verification	NA	No
Recommendation(s)	NA	Yes
Essay or personal statement	NA	Yes
Interview	NA	Yes
Resume	NA	Yes
Bachelor's degree or higher	NA	Yes
Job offer from school/district	NA	No
Personality test	NA	No
Other (specify: none required)	NA	No

Provide a link to your website where additional information about admissions requirements can be found:
<http://intraweb.stockton.edu/eyos/page.cfm?siteID=84&pageID=10>

Indicate when students are formally admitted into your initial teacher certification program:
 Postgraduate

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

Here is the web site for the requirements.

<http://tinyurl.com/RSCSTHandbook>

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2010-11:	334
Unduplicated number of males enrolled in 2010-11:	85
Unduplicated number of females enrolled in 2010-11:	249

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2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	13
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	7
Black or African American:	8
Native Hawaiian or Other Pacific Islander:	0
White:	301
Two or more races:	2

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	200
Average number of clock hours required for student teaching	525
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	34
Number of students in supervised clinical experience during this academic year	186

Please provide any additional information about or descriptions of the supervised clinical experiences:

Professional Education Requirements are distributed over three semesters of permit-only college-based and field-based courses, after the completion of the Ed Psych semester.

These semesters are referred to as the Introductory, Intermediate, and Certification (Student Teaching) Semesters.

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A student must be admitted into the Teacher Education Program to receive permits for the Professional Education Requirements. These semesters may be entered as early as the junior year with guidance from an Education Preceptor.

The Application Semester includes Educational Psychology and 40 hours of field work.

The courses during the Introductory Semester - which include 80 hours of field work - provide an overview of education today, the roles and responsibilities of school personnel, and the ways in which schools interact with communities and parents. The courses introduce students to various approaches toward teaching, including models of instruction and essential elements of effective lesson design.

The courses in the Intermediate Semester focus on planning, management, curriculum development, assessment, and the impact of reading on learning. Students tutor and teach during the 80 hours of fieldwork. All courses are designed for the specific certification areas.

Student teaching is a full semester (fifteen consecutive weeks) experience of observing, planning, and teaching in area public elementary or secondary school. Student teaching is an experience that requires additional time out of school to prepare lessons, mark papers, schedule conferences, etc. Students must see that personal obligations, including employment, do not interfere with the success of student teaching.

The seminar is a co-requisite course with Student Teaching (EDUC 4990). The seminar provides an opportunity for students to reflect on and apply educational knowledge and skills. Topics include classroom management strategies, instructional skills, professional portfolio design, and employment interview preparation. In addition, a vital component of the seminar is the support it affords student teachers as they carry out their duties in the classroom. By providing a forum for sharing common concerns and ideas, student teachers receive validation and inspiration from the instructors as well as other student teachers.

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	119

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Teacher Education - Junior High/Intermediate/Middle School Education	90
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	8
Teacher Education - Business	
Teacher Education - English/Language Arts	20
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	9
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	10
Teacher Education - Social Science	
Teacher Education - Social Studies	17
Teacher Education - Technical Education	
Teacher Education - Computer Science	

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Teacher Education - Biology	10
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	3
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other	
Specify:	

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	

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Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	

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Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	35
Social Sciences	3
Anthropology	
Economics	1
Geography and Cartography	
Political Science and Government	3
Sociology	13
Visual and Performing Arts	13
History	19
Foreign Languages	1
Family and Consumer Sciences/Human Sciences	
English Language/Literature	38
Philosophy and Religious Studies	1
Agriculture	
Communication or Journalism	8
Engineering	1
Biology	10
Mathematics and Statistics	13

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Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	2
Physics	
Business/Business Administration/Accounting	10
Computer and Information Sciences	1
Other	12
Specify: American Studies -1 Health - 1 General Science - 1 Criminal Justice - 4 Human Resources - 1 Pharmacy - 1 Public Relations - 1 Recreational Therapy -1 Sports Science -1	

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2010-11: 186

2009-10: 191

2008-09: 193

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

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Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2010-11</p> <p>Goal: maintain 25% increase</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>1) To prepare more elementary certification candidates to also be highly qualified for middle school mathematics instruction. 26 elementary certification completers were also highly qualified for the middle school math instructional endorsement in 2010-2011. Our base for the goal is the 18 certified in 2007-2008.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>1) Identified coursework applicable for developing appropriate content knowledge in elementary certification program. Advised students appropriately so that they would take the applicable coursework in a timely fashion.</p> <p>2) Worked to recruit and retain future teachers of mathematics from the undergraduate population.</p> <p>3) Worked directly with the math faculty in offering a specific course for assistance with the state-required Praxis II test and an additional course in teaching geometry. Here is the course description for Middle School Mathematics: This course is designed for students planning to be an elementary or middle school mathematics teacher who wish to further their knowledge and strengthen foundations in the areas of Algebra, Geometry, and Probability theory. Course work will focus on the areas covered on the Praxis II middle school math content knowledge exam.</p>
Science	<p>Academic year: 2010-11</p> <p>Goal: maintain 25% increase</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>1) To prepare more elementary certification candidates to also be highly qualified for middle school science instruction. 11 elementary certification completers were also highly qualified for the middle school science instructional endorsement in 2010-2011. More than double the number from 5 in 2007-2008, our base year.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in</p>

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	<p>meeting goal:</p> <p>1) Identified coursework applicable for developing appropriate content knowledge in elementary certification program. Advised students appropriately so that they would take the applicable coursework in a timely fashion.</p> <p>2) Worked to recruit and retain future teachers of science from the undergraduate population.</p> <p>3) Worked directly with the science faculty in offering a specific course for assistance with the state required Praxis II test. Here is the actual course description: The study of the earth and space. The course will investigate the universe including stars, planets, comets, asteroids, and meteorites. It will also focus on the Earth: its place in the universe, its structure and materials, and the processes that occur within the interior, along the surface, and in the air above. The course is designed to help prepare participants in the Teacher Education Program to succeed on the PRAXIS II.</p>
Special education	<p>Academic year: 2010-11</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Does not apply. Our special education certification program - while growing exponentially - is a graduate level program open only to those who already have an initial certificate</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Instruction of limited English proficient students	<p>Academic year: 2010-11</p> <p>Goal: NA</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>During the 2010-11 academic year, the ESL program was offered as an expanded 5 course graduate-level program. This is no longer an undergraduate or post-bac option.</p>
NA	<p>Academic year: 2010-11</p>

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Goal: NA
Goal met?
Description of strategies used to achieve goal:
Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

Provide any additional comments, exceptions and explanations below:

Our special education certification program - while growing exponentially - is a graduate level program open only to those who already have an initial certificate.

During the 2010-11 academic year, the ESL program was offered as an expanded 5 course graduate-level program. This is no longer an undergraduate or post-bac option.

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

NA

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

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Students are required to do at least one part of their fieldwork or student teaching in a district identified as a low-income district by the State of New Jersey.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				100	166
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	8				100	169
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7				100	170
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				99	166
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3				75	162
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	10	159	9	90	96	167
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	9				99	170
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9				96	166
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	1				92	173
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS)	51	160	51	100	96	159

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All enrolled students who have completed all nonclinical courses						
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	114	160	111	97	99	162
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	124	162	123	99	99	162
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	131	162	129	98	99	162
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4				85	173
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	20	173	18	90	96	177
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	19	174	18	95	96	176
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	20	174	19	95	97	176
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0431 -GENERAL SCI CONTENT KNOWL PART 1 Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3				82	160

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ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	9				97	167
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	10	163	10	100	97	170
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	11	157	9	82	92	167
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4				89	152
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	9				97	154
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	8				97	153
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				98	153
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4				90	173
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2010-11	27	171	24	89	96	173
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2009-10	32	173	32	100	97	172
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2008-09	26	174	25	96	97	171

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ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	8				95	163
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	24	163	20	83	93	169
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	24	161	19	79	91	167
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	23	161	20	87	94	167
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2					
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2010-11	8				92	158
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	17	159	16	94	88	155
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	15	155	13	87	96	156
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2010-11	7				88	169
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2009-10	12	165	10	83	74	165
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2008-09	16	166	14	88	79	166
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	1				93	161
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	1				94	162

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ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	6				85	166
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	17	164	16	94	95	168
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	19	165	18	95	97	168
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	17	167	16	94	98	169
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3				97	177
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	178
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				97	178

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	183	176	96	98
All program completers, 2009-10	189	186	98	99
All program completers, 2008-09	190	184	97	99

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

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Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

TEAC

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

All students in the teacher preparation program are required to take the four credit course Instructional Technology for K-12 Teachers (INTC 3610).

This course is designed to bring the best instructional technologies into education. Program courses like INTC 3610 provide students opportunities to design, develop and evaluate digital content using multimedia technology, including web tools, and related learning theories.

Section VI. Teacher Training

Does your program prepare **general education** teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes

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- teach students who are limited English proficient effectively
Yes

Provide a description of how your program prepares **general education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All teacher preparation students must take a disabilities course. In addition, all students must take Literacy Development (EDUC 4105) and an international multicultural course.

Does your program prepare **special education** teachers to:

- teach students with disabilities effectively
NA
- participate as a member of individualized education program teams
NA
- teach students who are limited English proficient effectively
NA

Provide a description of how your program prepares **special education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Does not apply. Our special education certification program - while growing exponentially - is a graduate level program open only to those who already have an initial certificate.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Program Overview The Stockton Teacher Education Program is accredited by the Teacher Education Accreditation Council (TEAC), an independent agency nationally recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Stockton's teacher certification curricula have been approved by the New Jersey Department of Education and are recognized by the National Association of State Directors of Teacher Education and Certification. The Teacher Education Program is a post-baccalaureate certification program that prepares candidates to teach a wide range of subjects in grades K-12. The Teacher Education Program offers course work leading to elementary teacher certification with middle grade specializations and secondary teacher certifications for subjects taught in grades 6-12. Middle grade

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specializations include mathematics, science, language arts and social studies. Secondary subjects include art, biological science, chemistry, earth science, physical science, physics, mathematics, English, social studies and world languages. The Teacher Education Program is a fieldwork-intensive program requiring candidates to spend 200 hours in public schools prior to the student-teaching semester. Field experiences (including Student Teaching) are coordinated and organized by the School of Education. Students complete certification requirements either in conjunction with or following the completion of a non-education first bachelor's degree. Stockton offers programs leading to elementary teacher certification with middle grade specializations and secondary teacher certifications for subjects taught in middle and high schools. Elementary certification candidates or certificate holders may add middle school specializations by earning a grade of C or higher in five subject area courses that cover multiple content standards and then passing the appropriate certifying exam in that area. Choices for middle school specializations include: • mathematics • science • language arts/literacy • social studies Any secondary subject certification requires a bachelor's degree or equivalent coursework in the subject (30 credits with at least 12 at the 3000 or higher level) and passing the appropriate certifying exam. Choices for secondary certifications include: • art • biological science • chemistry • earth science • physical science • physics • mathematics • English • social studies • world languages The Stockton College School of Education also offers endorsement programs at the graduate level for certified teachers in English as a Second language (ESL), Bilingual/Bicultural, Students with Disabilities (TOSD), Preschool-Grade 3 (P-3), Supervisor, Principal, Reading Specialist, and Learning Disabilities Teacher-Consultant (LDTC).

Supporting Files

<http://tinyurl/RSCSTHandook>;

[School of Education Exit Survey Fall 2011](#)

The Richard Stockton College of New Jersey
Traditional Program
2010-11

[Contact Us](#) - [Glossary](#) - [Log out](#)

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)

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Appendix I- TEAC Annual Report

TEAC Annual Report Richard Stockton College of New Jersey Teacher Education Program (TEDU) August 2011

Appendix E—Inventory of Evidence Sources

The mission of the Teacher Education Program is to prepare competent, caring, qualified new teachers. Appendix E provides an update of the data being collected as evidence of meeting our claims.

Type of Evidence	Currently Available*		Not Yet Available	
	<u>Included in 2008 IBP and to be included in 2013 Brief</u> Reasons for including the results in the <i>Brief</i>	<u>Not to be included in the 2013 Brief</u> Reasons for not including the results in the 2013 Brief	<u>For future use in the 2013 Brief</u> Reasons for including in future 2013 Brief	<u>Not for future use</u> Reasons for not including in future 2013 Brief
Grades				
1. Student grades and grade point averages	Student grades provide evidence of overall academic readiness, content knowledge, and pedagogical knowledge.			
Scores on standardized tests				
2. Student scores on standardized license or board examinations	Certification exams assess content knowledge. Students must pass state required certification exams in order to be recommended for student teaching.			
3. Student scores on admission tests of subject matter knowledge for graduate study	Standardized admission tests assess general academic and content knowledge. Students must meet standardized test criteria (SAT, ACT, or Praxis I-PPST) prior to beginning certification coursework.			
4. Standardized scores and gains of the program graduates own				We have no way at this time or in the foreseeable future to obtain this data due to state and union regulations.

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students				We hope in the future to find a way to access this data for analysis and use in program assessment.
Ratings				
5. Ratings of portfolios of academic and clinical accomplishment	Fieldwork Journals (portfolios) are used to assess pedagogical knowledge and caring teaching practices. Fieldwork Journal ratings are translated into fieldwork course grades (EDUC 4101 & EDUC 4600).			
6. Third-party rating of program's students	Cooperating teachers and college supervisors of student teachers assess content knowledge, pedagogical knowledge, and caring teaching practices each semester using Danielson rubrics.			
7. Ratings of in-service, clinical, and PDS teaching	Cooperating teachers and college supervisors of student teachers assess content knowledge, pedagogical knowledge, and caring teaching practices each semester using Danielson rubrics.			
8. Ratings by cooperating teacher and college/ university supervisors, of practice teachers' work samples	Cooperating teachers and college supervisors of student teachers assess content knowledge, pedagogical knowledge, and caring teaching practices each semester using Danielson rubrics.			
9. Program completer Exit Survey	Following student teaching, program completers submit a survey that provides both self-evaluation of			

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	learning outcomes and program evaluation of the effectiveness of all stages of the teacher education program. This data offers insights into our levels of accomplishment of all three claims.			
Rates				
10. Rates of completion of courses and program	These data are routinely tracked and utilized in program assessment, course scheduling, and other decision making processes.			
11. Graduates' career retention rates			We are beginning to gather such data through our TEDU Alumni Survey.	
12. Graduates' job placement rates			We are beginning to gather such data through our alumni surveys.	
13. Rates of graduates' professional advanced study			We are beginning to gather such data through our alumni surveys. We are also now collecting data on program completers who continue on to complete our MAED program.	
14. Rates of graduates' leadership roles			We are beginning to gather such data through our alumni surveys.	
15. Rates of graduates' professional service activities			We are beginning to gather such data through our alumni surveys.	
Case studies and alumni competence				
16. Evaluations of graduates by their own pupils				We have no way at this time or in the foreseeable future to obtain this data due to state and union regulations. We hope in the future to find a way to access this data for

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				analysis and use in program assessment.
17. Alumni self-assessment of their accomplishments			We are beginning to gather such data through exit surveys and alumni surveys.	
18. Third-party professional recognition of graduates (e.g. NBPTS)			We will be collecting any such findings from our alumni survey data. We report our Outstanding Student Teachers as recognized by the NJDOE annually.	
19. Employers' evaluations of the program's graduates				We have no way at this time or in the foreseeable future to obtain this data due to state and union regulations. We hope in the future to find a way to access this data for analysis and use in program assessment.
20. Graduates' authoring of textbooks, curriculum materials, etc.			We are beginning to gather such data through our alumni surveys.	
21. Case studies of graduates' learning and accomplishment			We now collecting data on program completers who continue on to complete our MAED program.	

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Appendix J- Appreciation Brunch Documentation

Agenda

9:00 - 9:30	Arrival / Breakfast / Networking Full breakfast Buffet with Scones and Bread / Yogurt with Fresh Fruit and Granola Coffee/Tea & Juice/Water	
9:45	Greetings / Overview / Introductions	<i>Claudine Keenan</i>
9:50	Programs: Pre-service & Graduate	<i>Norrie Boakes</i>
10:00	Placements / Thanks	<i>Andre Joyner</i>
10:05	SRI & ETTC Professional Development	<i>Patty Weeks</i>
10:10	Break into discussion groups with faculty and staff	

-----**DRAFT COPY**-----

Cooperating Teacher & Superintendent Appreciation Breakfast- June 21, 2012 Cooperating Teachers Responses to Focus Questions

In attendance: Stockton School of Ed: Norma Boakes (Program Coordinator), Nancy Fiedler (Assistant Director of Teacher Education- Admissions), Lois Spitzer (Associate Professor of Education), Ron Tinsley (Association Professor of Education) and Andre Joyner (Assistant Director of Teacher Education- Placements)

Invited Participants:

James Nagbe, Secondary Chemistry Teacher, Pleasantville High School

James Alton, 7th grade Science Teacher, Alder Avenue Middle School, Egg Harbor Township School District

Kathy Styles- Landgraf, 7-8th grade Social Studies Teacher, Eugene A. Tighe Middle School, Margate School District

Lynn Sparkes- 6th grade Science Teacher, Brigantine School

1. What supports can the SOE provide for mentor teachers when working with preservice teachers?
 - Mentor teachers were not always made aware of who their assigned fieldwork student would be or what their responsibilities as mentor would include. They also reported that students did not always go over what was expected at their first meeting. (A mentor teacher contract was created last year that requires students to review the syllabus and course with the mentor. Some mentor teachers didn't recall the contract or having a formal conversation about it.) A short form letter was suggested that lists each of the 3 types of field placements leading to student teaching (Ed Psyc, Intro, & Intermediate Semester) with a short description of each included so mentor teachers have a general sense of their role right away. Mentor teachers felt that having information prior to the start of the academic semester was very helpful because of how busy they are once school starts (referring to Fall term).
 - Perhaps a "mentor sheet" could be provided – possibly e-mailed – to provide mentor teachers with the information as to what is expected for that semester. A checklist format was suggested with activities that might not be noted in a syllabus but would be beneficial. It was reported that students would rigidly follow the set syllabus and not be open to other activities that are teaching related (ie. Teach though it is not "required" in the syllabus). The other case

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noted was where the mentor teacher wasn't sure what kind of activities would be deemed "appropriate".

- Mentor teachers felt that a set of references would be helpful related to assignments in the syllabus. (ie. One mentor teacher said she had to look up Bloom's Taxonomy to be able to discuss how it linked to a lesson she had written. She noted she was "rusty" and would benefit from reference materials related to what the students are learning in their coursework and applying in the field.) A website link provided to the mentor teachers was discussed as a way to provide easy access to materials and resources related to the EDUC courses students were taking.

2. When considering lesson planning, what elements need to be included when college instructors teach the preservice teachers?

- Students were found to be hesitant when asked to get in front of students. If it was not required on the syllabus to do so, many students did not feel comfortable so declined the opportunity. Interaction directly with the students was deemed important. The mentor teachers felt that getting students involved earlier speaking in front of the class is important as an "ice breaker". The discussion was to possibly make this a part of the Introductory Semester when students would not normally be required, as part of their fieldwork experience, to get in front of the class. (ie. A Mentor Teacher suggested the mentor teacher do a basic introduction of themselves to the children to help build rapport and feel comfortable in front of the class.)
- Mentor teachers felt that doing a first lesson in the student's "comfort zone" would make the transition into teaching easier. The idea was a short "lesson" with a simple activity that possibly related to something the teacher was covering as part of their curriculum. (ie. One mentor teacher spoke of a fieldwork student with an unusual pet that related well to a science topic she was covering at the time. The fieldwork student was asked to teach the middle school class about the animal and its traits.)
- Mentor teachers found that students were confused when looking at lesson planning within a school district. Lesson formats change depending on the school district's guidelines for teachers. Mentor teachers felt that students should understand the differences and be familiar with both Stockton and the fieldwork school's formats.

3. Consider your expectations for the use of technology in your classroom. How proficient are our students?

- The mentor teachers are pleased with the technology level of the students. They felt that students were often ahead of their own knowledge on its use.
- Mentor teachers did report that simpler tasks were more of an issue due to lack of exposure TO them such as using the copier machine.

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- Mentor teachers noted the importance of familiarizing students with the school's data systems for tracking attendance, reporting grades, submitting lessons, etc..

4. What times are best to have preservice teachers; worst times? (e.g. fall, spring, early summer sessions)

This item was not discussed.

5. Are there specific logistical areas that need to be addressed? (i.e. dress, time, language)

- Mentor teachers felt that there were too many assignments for the Intro semester. Students were said to be stressed, spending a great deal of time writing in class instead of participating in it. Teachers suggested that students have more time to work with an individual or small group of children as part of their work and less emphasis on journaling.
- Mentor teachers reported that the professionalism of students, for the most part, was very good. However, variations in disposition and professionalism were noted. Some students were reported to schedule to do fieldwork hours but then did not show up (with no call or email in advance.) Students were said to have dressed appropriately but others' attire was not neat, wrinkled, or otherwise minimally appropriate for a new teacher.
- A mentor teacher reported sharing materials with a fieldwork student but not having them returned. It was felt that students need to be aware of the obligation to return any school materials borrowed at the conclusion of their fieldwork experience.
- Mentor teachers found that students weren't aware of other students from Stockton in their fieldwork school. It was felt that encouraging collaboration among students within the school would be helpful. Possible benefits noted included car-pooling, holding discussion groups about their assignments, sharing school information (i.e. interviews with principal, superintendent, etc.), etc.

6. What do you see as strengths of the preservice teachers? What areas require improvement?

- Mentor teachers reported that students performed well with lessons they were asked to teach. Students were well versed in preparing and presenting a lesson for their level.
- Mentor teachers felt that they were not given enough professional development hour credit for the hours of service they provide to our fieldwork students. The discussion was that the number of hours awarded should be directly related to the level of the student (Ed Psyc, Intro, or Intermediate). (ie. Teachers doing the 40 hour Ed Psyc students get 3 PDH while 80 hour Intro/Inter get 4 PDH credit.)

7. What assignments would be beneficial to our students?

- Students should have the chance to interview their mentor teacher at the beginning of the semester. This would allow for students to learn more about their teacher including their educational background, their past teaching experiences, etc.

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- Students in the first exposure to the classroom, Educational Psychology Fieldwork, should have more opportunities built in to get students comfortable with students and the classroom environment including possibly the interview with the teacher.
8. How would you like to communicate with college and program personnel? Consider the time during the semester and frequency of communication.
- Mentor teachers felt that the first, initial communication prior to the start of a fieldwork experience was important. Mentor teachers requested a more efficient system so they were knowledgeable about the student they are assigned and their role as the designated mentor.
 - Mentor teachers were open to emailed documents. They reported that hard copy documents or electronic versions sent directly to the administration of the school did not necessarily reach them.
 - Mentor teachers did not always receive emails sent. It was felt that it was likely that, at the school level, wrong or incorrect emails were given. The Mentor Teachers requested another way to communicate to ensure that they received the emails sent about fieldwork students.
9. Are you interested in taking course work at the college, professional development programs, and/or ETTC credits?
This was not discussed due to lack of time.

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Cooperating Teacher & Superintendent Appreciation Breakfast- June 21, 2012 Superintendent/Supervisor Responses to Focus Questions

In attendance: Stockton School of Ed: J. Marchetti (MAEL Director; Facilitator), C. Keenan (Dean), P. Vaughan (Asst. Dean), A. Ackerman (MAIT Director) P. Weeks (SRI&ETTC Director),

Invited Participants:

Brenda Haring-Marro, Superintendent, Mullica Township
Bob Previti, Superintendent, Brigantine Schools
Bob Garguilo, Superintendent, Folsom School District
Doug Groff, Retired Superintendent, Galloway Township, Adjunct Faculty
Tom Dowd, Executive County Superintendent, Atlantic/Ocean County
Walt Whitaker, Superintendent, Buena Regional Schools
Margaret Doran, Supervisor of Special Program, Greater Egg Harbor Regional Schools

1. **What supports can the SOE provide for mentor teachers when working with preservice teachers?**
- In some cases students don't know what to expect when they arrive at the school. A complete orientation in the district should be available. Expectations and protocols should be covered. These sessions are often done by Human Resource staff in the districts. This should be emphasized when contacting the districts to accept placements. Principals should also be invited to these orientations. Make sure preservice teachers are invited to orientation sessions.

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- Continue offering on campus panels and/or webinars to prepare pre service and first year teachers.
2. **When considering lesson planning, what elements need to be included when college instructors teach the preservice teachers?**
- Preservice teachers are familiar with the Core Standards. Stockton does a good job preparing them in this area.
3. **Consider your expectations for the use of technology in your classroom. How proficient are our students?**
- Students are very proficient. This is strength of the program. iPad labs are very popular and additional work to train students (and current teachers) in this area would be beneficial (e.g., selection and use of educational apps).
 - Some district teachers aren't using full capabilities of technology, e.g. Interactive White/Smart Boards. Students should continue to receive instruction in this area.
 - Most popular technologies in the districts are iPad Labs and Response Systems.
4. **What times are best to have preservice teachers; worst times? (e.g. fall, spring, early summer sessions)**
- Smaller districts only have one teacher per subject per class level which makes it difficult to accept requests for placements.
 - The college should consider the size of the district before making placement requests.
 - Districts have numerous requests for student placements and there are other teacher education programs looking for placements.
 - Accelerating the time to complete the teaching certification would be beneficial. Ideally, this should be done in four years. Also, there should be a 'transfer' student option that fast tracks students who want to get into student teaching, particularly those who already have degrees.
 - We should attempt to avoid placements for late Praxis test takers (particularly with those districts we use most frequently)
5. **Are there specific logistical areas that need to be addressed, i.e. dress, time, language?**
- Principals should find ways to talk with students and be invited to courses to speak from their perspectives.
 - Professionalism should be emphasized! Dress codes and behavioral issues should be covered in a thorough fashion.
6. **What do you see as strengths of the preservice teachers? What areas require improvement?**
- **Strengths:**
 - Technology proficiency

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- Competency in the core content areas
 - Ability to apply theory to practice
 - Ahead of the curve in using Danielson Framework
 - Requirement of at least one, urban placement for field work
- **Areas for improvement using variety of delivery modes (face-to-face, hybrid, online):**
 - Provide sessions dealing with school law issues. Students usually don't get this until graduate level. A basic 'primer' in legal issues could be available. Issues of liability should be covered, particularly from a practitioner viewpoint.
 - Provide more professional development opportunities for HIB training, particularly for current teachers. Make sure this information is covered in student coursework.
 - Covering information related to the various roles and responsibilities of teachers
 - Information related to 'knowing who your friends' are in school systems would be helpful. Perhaps a lesson dealing with the 'politics' of public schools.
 - Making sure students receive a background in Section 504 and Accommodation issues.
 - Students need to improve the quality and presentation of their job application materials. Resumes and cover letters need to be proofed for errors; salutations should include a specific name vs. "To whom it may concern;" and unless specifically solicited, ePortfolios in lieu of formal resumes, should be avoided since they are not well received.

7. **What assignments would be beneficial to our students?**

- Making sure students get the "breadth" and not just the "depth" of issues. Requiring students to spend the whole day rather than the same period each day.
- Ensuring that students have an opportunity to interview the principal and/or assistant principal.

8. **How would you like to communicate with college and program personnel? Consider the time during the semester and frequency of communication.**

- Last minute placement requests are extremely difficult.
- Email and/or written correspondence
- Best time periods to get participation is late October or late March/early April

9. **Are you interested in taking course work at the college, professional development programs, ETTC credits?**

- Blended and/or integration of courses at the graduate level are desirable.
- Topics courses or workshops are useful, e.g. School Law and Social Media
- There was unanimous interest for pursuing a doctoral level program (interdisciplinary approach) and for exploring alternative delivery methods.

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Appendix K. VET Teach Curriculum Worksheet Draft (as of 5/17/12)

The Richard Stockton College
of New Jersey
School of Education

CURRICULUM WORKSHEET

ELEMENTARY CERTIFICATION (K-5) with SPECIALIZATION (6-8)

Must complete a PSYC major with accompanying EDUC courses. A grade of "C" or better is required in all content field courses. We recommend earning middle school endorsements by taking fifteen (15) credits in at least one of the selected content areas of math, science, social studies, or language arts/literacy.

#1 Specialization in Science or Math - minimum of 15 credits (C or better) <small>(Middle School Praxis II required for endorsement)</small>		Credits
GNM 1067 The Earth or GNM Math Choice	4	
GNM 1140 Diversity of Life Science or GNM Math Choice	4	
EDUC 2556 Science of the Garden State or EDUC Math	4	
GNM 1100 Intro to Physical Science or GNM Math	4	
16		
#2 Specialization in Language Arts or Social Studies: minimum of 15 credits (C or better) <small>(Middle School Praxis II test required for endorsement)</small>		Credits
LITT 2108 Children's Literature or HIST Choice	4	
GAH 2258 Writing about Literature or SOCY Choice	4	
GAH 2372 Cultural Stereotypes in Media or POLS Choice	4	
GAH or GSS Choice Composition/Rhetoric/Argument W1	4	
16		
Required General Education/At-Some-Distance Courses		Credits
GEN 2xxx Urban Teacher A	4	
GSS 2128 or 2250 Diversity or Ethnic Relations I	4	
GSS 3169 Veteran's Experience (Required for VETeach)	4	
GIS 3353NJ Communities H	4	
16		

Psychology Major

PSYC 1100 Introduction to Psychology (Sem1)	4
PSYC 2241 Statistics Q1 (Sem2)	4
PSYC 3323 Developmental Psychology (Sem2)	4
*Also counts as a Professional Requirement for licensure	
PSYC 3242 Experimental Psychology W2/Q2 (Sem3)	4
PSYC Elective (Sem3)	4
PSYC 2211/2501/3302 Social Psychology (Sem4)	4
PSYC 3324 Learning Theory & Research (Sem 4)	4
PSYC 3391 Educational Psychology (Sem 5)	4
*Also counts as prerequisite for licensure program	
PSYC 36xx Senior Seminar (Sem 5)	4
PSYC Elective (Sem 6)	4
40	

PRAXIS I/SAT/ACT: _____
Date: _____

*New Jersey Department of Education Approved
RSC School of Education
March 2012*

Name: _____

Z# _____

Evaluator/Date _____

Prerequisite Requirement for entry into EDUC Program	Term	Grade
PSYC 3391 Educational Psychology & 40 hour Fieldwork <i>Students who have taken an Educational Psychology course at another institution and have received a grade of "B-" or better are required to enroll in PSYC 3390, the one credit Ed. Psych fieldwork* Also counts for major</i>	S5	4
Professional Requirements Grade of C or better required in all professional requirements.		
EDUC 3241 Educating Students w/ Special Needs <i>*Also counts as PSYC cognate</i>	S4	4
PSYC 3323 Developmental Psychology <i>*Also counts for major</i>	S2	4
INTC 3610 Instructional Technology for K-12 Teachers	S4	4
EDUC 3515 Diversity in Family, Schools, & Communities V (4) <i>*Also counts as PSYC cognate</i>	S1	4
County health test course		
Professional Education - Grade of 'B-' or better required in all EDUC courses for continuation in Program (30 credits)		
<i>Introductory Semester</i>		
EDUC 4101 Introductory fieldwork - 80 hours <i>*Also counts as PSYC cognate</i>	S6	2
EDUC 4105 Literacy Development (P to Gr. 3)	S6	3
EDUC 4200 Practices & Techniques of Teaching	S6	4
<i>Intermediate Semester</i>		
EDUC 4110 Methods of Teaching English Language Arts Literacy (Gr. 4-8)	S7	2
EDUC 4150 Methods of Teaching Elementary Math W2	S7	2
EDUC 4600 Intermediate fieldwork - 80 hrs <i>*Also counts as PSYC cognate</i>	S7	2
EDUC 4610 Curriculum & Methods in Elementary Education (3)	S7	3
Praxis II Test(s): Elementary Education: Content Knowledge (10014 or 5014) (four-function calculator allowed) & the specific Middle School Praxis II if you plan to student teach that subject in middle school	Score	
<i>Certification Semester</i>		
EDUC 4990 Student Teaching - full 15-week experience <i>*Also counts as PSYC cognate</i>	S8 - 10	
EDUC 4991 Student Teaching Seminar <i>*Also counts as PSYC cognate</i>	S8 - 2	

INSTITUTION	QPTS	QHRS	GPA
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Total: _____			
Cumulative GPA: _____			

Ackerman, Amy	<i>Presentations ~</i>	<p>(1-4 Apr 2012). Going Virtual: Trials and Triumphs in Graduate Education. <u>Multi-Disciplinary Conference</u>, Vienna, Austria.</p> <p>(28 Sep – 2 Oct 2011). Pitman, E., Pushkal, A., Wendt, M., Co-presenters. Using Visuals to Deepen Learning in Assessments. <u>43rd Annual International Visual Literacy Association (IVLA) Conference</u>, Galloway.</p> <p>(28 Sep – 2 Oct 2011). Trail, M., Co-presenter. Screencasting and Web 2.0 Tools to Teach Digital Literacy Skills. <u>International Visual Literacy Association (IVLA) Conference</u>, Galloway.</p>
Blecker, Norma	<i>Published Works ~</i>	<p>(2011). <u>Proceedings of THE TWELFTH BIENNIAL CONFERENCE OF THE INTERNATIONAL ASSOCIATION OF SPECIAL EDUCATION</u>. Windhoek, Namibia: International Association for Special Education.</p>
	<i>Presentations ~</i>	<p>(3-6 Nov 2011). Williams, C., Co-Presented. Preparing for Tomorrow: Making Students Ready for the 21st Century and Beyond. <u>Advancing Potential Conference</u>, New Orleans.</p> <p>(10-14 Jul 2011). Williams, C., Co-presented. Authentic Teaching and Learning: Modeling Collaboration and Differentiation at the Graduate Level. <u>Educating Every Learner, Every Day: a Global Responsibility Conference</u>, Windhoek, Namibia.</p>
Boakes, Norma	<i>Published Works ~</i>	<p>(2011). <u>Proceedings of THE TWELFTH BIENNIAL CONFERENCE OF THE INTERNATIONAL ASSOCIATION OF SPECIAL EDUCATION</u>. Grahamstown, South Africa: The Mathematics Education into the 21st Century Project – MEC 21.</p> <p>(2011). Origami and Spatial Thinking of College-Age Students. P. Wang-Iverson, R. Lang, M. Yim, (Eds.), <u>Origami5: Fifth International Meeting of Origami Science, Mathematics, and Education</u> (175-189). AK Peters/CRC Press.</p>
	<i>Presentations ~</i>	<p>(20-21 Oct 2011). Transformational Geometry Through Games and Hands-On Activities. <u>National Council of Teachers of Mathematics 2011 Regional Conference & Exposition</u>, Atlantic City.</p> <p>(28 Sep – 2 Oct 2011). Harvey, D., Co-presenter. Using iPod Touch in Preservice Teacher Preparation. <u>43rd Annual International Visual Literacy Association (IVLA) Conference</u>, Galloway.</p> <p>(11-17 Sep 2011). Juliani, K., Co-presenter. iMath – Reaching the iGeneration in the Mathematics Classroom. <u>11th International Conference for Mathematics Education in the 21st Century Project</u>, South Africa.</p> <p>(11 Sep 2011). Teaching Mathematics Through Unit Origami. <u>Teacher Focused Mathematics Day</u>, South Africa.</p>

Cydis, Susan	<i>Presentations ~</i>	(16 Mar 2012). How Clickers Impact Student Learning and Outcomes. <u>NJEdge Best Practices Faculty Showcase</u> , Wayne.
Ervin, Jeremy	<i>Presentations ~</i>	(23-25 May 2012). Implementing Project Water Education for Teachers (WET) Training into Educational Methods Courses. <u>Water Education: Developing 21st Century Solutions Conference</u> , Boston. (29 Mar – 1 Apr 2012). Science for All: Inquiry Strategies for Scientifically Literate Citizens. <u>Crossroads for Science Education Conference</u> , Indianapolis.
Figart, Deborah	<i>Published Works ~</i>	(26 Apr 2012). Niemiec, S., Co-published. Debt From Student Loans is Crippling a Generation. <u>New Jersey Star Ledger</u> , 19. (26 Apr 2012). Niemiec, S., Co-published. Debt From Student Loans is Crippling a Generation. <u>Nj.com</u> , 19. (6 Jan 2012). Let Post Offices Offer Financial Services. <u>Press of Atlantic City</u> , A13. (2012). Teaching Non-Majors. <u>International Handbook on Teaching and Learning Economics</u> , 423-432.
	<i>Presentations ~</i>	Invited Presenter. (26 Apr 2012). Financial Capabilities for Low-Income Households: Alternative Responses to Financial Exclusion. <u>Columbia University Seminar on Political Economy and Contemporary Social Issues</u> , New York: Columbia University. (6 Jan 2012). Mutari, E., Co-presented. Thinking Past Disutility: Feminist Economics of Work and Labor. <u>Allied Social Science Association's Annual Meeting</u> , Chicago. (15 Dec 2011). A Case for Financial Capabilities. <u>New Jersey College and Career Readiness Task Force</u> , Galloway. (17 Oct 2011). Financial Literacy Content and Assessment. <u>In-Service Teacher Professional Development at Bridgeton High School (for High School Teachers)</u> , Bridgeton. (25 Jun 2011). Mutari, E., Co-presented. Employment in a Maturing Industry: The Impact of Cyclical & Secular Trends on Casino Job Quality. <u>International Association for Feminist Economics 20th Annual Conference</u> , Hangzhou, China.
Harvey, Douglas	<i>Presentations ~</i>	(28 Sep – 2 Oct 2011). Boakes, N., Co-presenter. Using iPod Touch in Preservice Teacher Preparation. <u>43rd Annual International Visual Literacy Association (IVLA) Conference</u> , Galloway.
Lebak, Kimberly	<i>Presentations ~</i>	(13-17 Apr 2012). Tinsley, R., Co-presented. Developing Pre-service Science Teachers in Video Centered Communities of Practice. <u>Non Satis Scire: To Know Is Not Enough Conference</u> ,

Vancouver, BC, Canada.

(13-17 Apr 2012). Tinsley, R., Co-presented. Developing Reflective Capacity through the Action Research Process. Non Satis Scire: To Know Is Not Enough Conference, Vancouver, BC, Canada.

(25-28 Mar 2012). Tinsley, R., Co-presented. Developing Reflective Practitioners in Video Centered Communities of Practice. Re-Imagining Research in 21st Century Science Education for a Diverse Global Community Conference, Indianapolis.

(17-19 Feb 2012). Tinsley, R., Co-presented. Using Video to Develop Reflective Capacity in Pre-service Teachers. Imagine the Impact: Providing a learning Journey for All Conference, Chicago.

Lee, Jung

Presentations ~

(29 Jun 2011). Cerreto, F., Co-presented. Teachers' Intentions to use Technology: An International Comparative Analysis. International Society for Technology in Education, Philadelphia.

Boards ~

Co-Chair. Cerreto, F., Co-chaired. (28 Sep – 2 Oct 2011). 43rd Annual Conference of the International Visual Literacy Association (IVLA). Galloway: Seaview Resort.

Marchetti, Joseph

Boards ~

Applicant Assessment Evaluator. (21-23 Sep 2011). Middle States Commission on Higher Education Accreditation Process for Relay Graduate School of Education. New York.

Meyers, Shelley

Presentations ~

(28 Sep – 2 Oct 2011). Mulholland, R., Co-presented. Second Life in Graduate Courses to Prepare Teachers for Working with Virtual Environments. 43rd Annual International Visual Literacy Association (IVLA) Conference, Galloway.

Mulholland, Rita

Presentations ~

(28 Sep – 2 Oct 2011). Meyers, S., Co-presented. Second Life in Graduate Courses to Prepare Teachers for Working with Virtual Environments. 43rd Annual International Visual Literacy Association (IVLA) Conference, Galloway.

(27-29 Jun 2011). Coyle, L., Co-presented. Audio Video Supports: Immediate Impact with Struggling Elementary Learners. Digital Age Learning/Student Centered Pedagogy Conference, Philadelphia.

Sharp, George

Books Published ~

(2011). Endorsement. Principals as Maverick leaders: Rethinking Democratic Schools. Lanham: Rowman & Littlefield.

Presentations ~

(20-21 Jul 2011). Sharp, C., Campbell, R., Santiago, G., Co-presented. Implications for Teacher and Principal Performance, Evaluation, and Accountability. New Jersey Department of Education (NJDOE) Southern Region Summer Leadership Institute, Williamstown.

Spitzer, Lois

Presentations ~

(20-22 Feb 2012). Language: An Integral Part of the Internationalized Curriculum. Building a Secure World Through International Education Conference, Washington, D.C.

(6-8 Jan 2012). Language: An Integral part of the Internationalized Curriculum. Networking for Professional Academics in the Arts and Humanities Conference, Honolulu.

(27 Sep, 16 Nov, 14 Dec 2011). Weeks, P., Co-presented. Sheltered Instruction Observation Protocol (SIOP) Training Institute. Mays Landing: SRI&ETTC.

(28 Nov 2011). Working with ELLs in Mainstream Classes. Professional Development Workshop. Eagleswood: Eagleswood Public Schools.

(24-25 May 2011). Quality Language Support Services for all Non-Native Speakers on Campus! Creating Global Learning Communities for English Language Learners (ELLs), New Brunswick.

Tinsley, Ron

Presentations ~

(13-17 Apr 2012). Lebak, K., Co-presented. Developing Pre-service Science Teachers in Video Centered Communities of Practice. Non Satis Scire: To Know Is Not Enough Conference, Vancouver, BC, Canada.

(13-17 Apr 2012). Lebak, K., Co-presented. Developing Reflective Capacity through the Action Research Process. Non Satis Scire: To Know Is Not Enough Conference, Vancouver, BC, Canada.

(25-28 Mar 2012). Lebak, K., Co-presented. Developing Reflective Practitioners in Video Centered Communities of Practice. Re-Imagining Research in 21st Century Science Education for a Diverse Global Community Conference, Indianapolis.

(17-19 Feb 2012). Lebak, K., Co-presented. Using Video to Develop Reflective Capacity in Pre-service Teachers. Imagine the Impact: Providing a learning Journey for All Conference, Chicago.

Weeks, Patricia

Presentations ~

(27 Sep, 16 Nov, 14 Dec 2011). Spitzer, L., Co-presented. Sheltered Instruction Observation Protocol (SIOP) Training Institute. Mays Landing: SRI&ETTC.