

Education Program Coordinator's Report

Introduction:

The 2007-2008 academic year has been a year of change and progress. The School of Education was created in January, 2008. Programs currently housed in the School of Education include MAED, MAIT, the Teacher Education Program, and SRI-ETTC. On April 14, 2008, Dr. Harvey Kesselman was named Dean of the School of Education.

A highlight of the 2007-2008 academic year was the accreditation process undergone by the Education Program. Teacher Education Program and the MAED submitted Inquiry Brief Proposals to the Teacher Education Accreditation Council (TEAC) in the summer of 2007. The proposals were accepted, and a team from TEAC conducted an on campus audit of the programs' proposals on September 25 and 26th, 2007. Following the visit, an audit report was generated by the TEAC auditors and responded to by faculty members. As a result of the process, the MAED program and the Teacher Education Program was recommended to receive New Program Accreditation by the Accreditation Panel on May 8, 2008. The recommendation will be heard at the Accreditation Meeting on June 23, 2008.

I. 2007-2008 Program Goals and their Achievement

The following are the Goals for the past year from the 2006-2007 Education Program Coordinator's Report. Our progress toward meeting each goal is in blue.

Goal 1

Have Inquiry Brief Proposal declared auditable by TEAC in time to carry on with the scheduled September 2007 site visit

The TEAC IBPs for STEP and MAED were declared auditable and the audit visit took place as scheduled.

Goal 2

Develop agenda for the September 2007 TEAC audit visit by September 5, 2007

- o Organize TEAC exhibit room
- o Make reservations for accommodations for members of the audit team
- o Set schedule for various meetings during the audit visit
- o Plan all other aspects and details in preparation for the visit

The exhibit room was organized and all other arrangements for the visit were well executed.

Goal 3

Complete a robust student assessment plan aligned with NJPST/TEAC Claims

- Admission subcommittee will revise or redesign admission procedures to meet STEP goal, mission, and claims, to adhere to NJPST/TEAC standards, and to be valid and reliable
- Identify and collect key artifacts from Professional Education courses
- Pilot electronic collection of fieldwork assessment data
- Pilot focused reflective teaching practices in Intermediate Semester methods courses
- Show evidence that the program will be able to assess its claims

An overarching assessment framework based on the work of Charlotte Danielson and others is still in the development stages, but it show promise of helping the program grow stronger, improve teaching and learning, and meet the demands of state and national accrediting agencies.

Goal 4

Develop the framework for a sustainable system for field placements for adoption and implementation over the next two years

- Create a new Fieldwork Taskforce to re-examine earlier subcommittee's plans for expanding and organizing fieldwork sites and training mentoring teachers
- Faculty, administration, and staff will work together to pilot the system
- Accountability and assessment data collection procedures will be developed in accordance with NJPST/TEAC standards and STEP goal, mission, and claims
- Develop ways to offer professional development credit or pay for serving as a mentoring or cooperating teacher
- Create a proactive mission for fieldwork service so that STEP candidates have a positive impact on schools and students—making it a win-win partnership
- Collect needs assessment data to look for ways to expand service to schools through fieldwork service

Improvements to the field placement system have been implemented; however, a taskforce has not been put to work as planned. Improving fieldwork service placements, communication with cooperating schools and teachers, and overall accountability will continue to be goals in the coming year.

Goal 5

Secure agreements and/or commitments for educational facilities for STEP students

- Use language lab for world language methods and ESL coursework
- Use science labs for science methods coursework
- Develop plan for increased curriculum resources in the library
- Develop plans for future dedicated teacher education/pedagogy labs

B102 has been dedicated to Education program use and provides storage for a mobile computer lab and other curriculum materials. This is an improvement. With current construction on campus, focus on securing dedicated space will be deferred until a later time.

Goal 6

Transition STEP out of the Office of Teacher Education and Division of Professional studies into a new Division of Education that includes STEP, MAED, SPED, MAIT, and SRI/ETTC under the leadership of Harvey Kesselman

- Develop and implement plans for new faculty committee structures within the Education Division in cooperation with all Education Division faculty
- Develop, define, and institute new lines of supervision and reporting within the Education Division, in cooperation with all Education Division faculty and administrators, to bring Education into parity with other Stockton divisions
- Clearly determine and define the differing roles and varying job descriptions of faculty members, faculty coordinators/directors, administrators, and staff members, in collaboration with all Education Division faculty, administrators, and professional staff

We successfully made the transition into a School of Education with Dr. Kesselman as Dean. We will continue working on defining and clarifying roles and lines of and communication among faculty and staff in the School of Education.

Goal 7

Develop clear and agreed upon expectations for faculty contract renewal, tenure, and promotion, as per the latest SFT policies and procedures in collaboration with program/division faculty and administrators

Faculty have met numerous times and developed school and program standards built on the institutional standards. Soon we will have a fully realized matrix for guiding decision making in the retention, tenure, and promotion process for all faculty—full time and part time.

Trends in enrollment and number of students (FTE and HDCT)

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Teacher Education Summer 2007	<i>Program Electives</i>					<i>Program Professional Requirements</i>			<i>Introductory Semester Certification</i>			All Sections/ Courses
	Course	2551	2552	3242	3510	4710	3241	3515	3610	4101	4105	
Sections Offered	0	0	0	0	1	2	2	4	2	1	2	14
Head Count Enrolled	0	0	0	0	24	45	48	76	39	21	39	285
Average Number per Section	0	0	0	0	24	22.5	24	19	19.5	21	19.5	20.35
Total SCH Generated	0	0	0	0	72	180	192	304	78	63	156	1045
Sections Taught by EDUC Faculty	0	0	0	0	0	0	2	1	1	1	1	6 (42.85%)
Sections Taught by Adjuncts	0	0	0	0	1	2	0	3	1	0	1	8 (57.14%)
Taught by Other Faculty/ Administrators	0	0	0	0	0	0	0	0	0	0	0	0

65.31 Full Time Equivalent Students (@ 16 SCH per FTE)

Teacher Education Fall 2007	<i>Program Electives</i>					<i>Program Professional Requirements</i>			<i>Introductory Semester Certification</i>			<i>Intermediate Semester Certification</i>										<i>Student Teaching</i>		All Sections/ Courses
	Course	2551	2552	3242	3510	4710	3241	3515	3610	4101	4105	4200	4110	4120	4150	4600	4601	4605	4606	4607	4608	4610	4990	
Sections Offered	1	0	1	0	0	4	5	6	5	3	5	3	2	3	5	1	1	1	1	1	3	1	3	55
Head Count Enrolled	30	0	5	0	0	116	150	122	106	62	106	69	38	71	112	9	8	12	7	6	70	83	83	1265
Average Enrollment Per Section	30	0	5	0	0	29	30	20.33	21.2	20.66	21.2	23	19	23.66	22.4	9	8	12	7	6	23.33	83	27.66	23
Total Student Credit Hours Generated	120	0	10	0	0	464	600	488	212	186	424	138	76	142	224	36	32	48	28	24	210	830	166	4458
Sections Taught by EDUC Faculty	1	0	0	0	0	0	1	2	4	1	4	2	0	3	1	1	0	1	0	0	1	0	0	22 (40%)
Sections Taught by Adjuncts	0	0	1	0	0	4	4	4	1	2	1	1	2	0	4	0	1	0	1	1	2	0	3	32 (58.18%)
Taught by Other Faculty/ Administrators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1 (1.8%)

278 Full Time Equivalent Students (@ 16 SCH per FTE)

Teacher Education Spring 2008	Program Electives					Program Professional Requirements			Introductory Semester Certification			Intermediate Semester Certification										Student Teaching		All Sections/ Courses
	Course	2551	2552	3242	3510	4710	3241	3515	3610	4101	4105	4200	4110	4120	4150	4600	4601	4605	4606	4607	4608	4610	4990	
Sections Offered	1	1	1	1	1	4	5	6	4	3	4	3	2	3	5	1	1	1	1	1	3	1	3	56
Head Count Enrolled	30	6	9	18	10	112	164	117	75	50	75	62	41	62	103	11	10	17	4	1	62	103	103	1045
Average Enrollment Per Section	30	6	9	18	10	28	32.8	19.5	18.75	16.66	18.75	20.66	20.5	20.66	20.6	11	10	17	4	1	20.66	103	34.33	18.66
Total Student Credit Hours Generated	120	24	18	72	40	448	656	468	150	150	300	124	82	124	206	44	40	68	16	4	186	1030	206	4576
Sections Taught by EDUC Faculty	1	0	0	0	0	0	2	2	3	1	3	2	0	3	1	1	0	1	0	0	1	0	0	21 (37.5%)
Sections Taught by Adjuncts	0	1	1	1	1	4	3	3	1	2	1	1	2	0	4	0	1	0	1	1	2	0	3	33 (58.92%)
Taught by Other Faculty/ Administrators	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2 (3.57%)

286 Full Time Equivalent Students (@ 16 SCH per FTE)

Teacher Education 2007-2008	Program Electives					Program Professional Requirements			Introductory Semester Certification			Intermediate Semester Certification										Student Teaching		All Sections/Courses
	Course	2551	2552	3242	3510	4710	3241	3515	3610	4101	4105	4200	4110	4120	4150	4600	4601	4605	4606	4607	4608	4610	4990	
Sections Offered	2	1	2	1	2	10	12	16	11	7	11	6	4	6	10	2	2	2	2	2	6	2	6	125
Head Count Enrolled	60	6	14	18	34	273	362	315	220	133	220	131	79	133	215	20	18	29	11	7	132	186	186	2595
Average Enrollment Per Section	30	6	7	18	17	27.3	30.16	19.68	20	19	20	21.83	19.75	22.16	21.5	10	9	14.5	5.5	3.5	22	93	31	20.76
Total Student Credit Hours Generated	240	24	28	72	112	1092	1448	1260	440	399	880	262	158	266	645	80	72	116	44	28	396	1860	372	10294
Sections Taught by EDUC Faculty	2	0	0	0	0	0	5	5	8	3	8	4	0	6	2	2	0	2	0	0	2	0	0	49 (39.2%)
Sections Taught by Adjuncts	0	1	2	1	2	10	7	10	3	4	3	2	4	0	8	0	2	0	2	2	4	0	6	73 (58.4%)
Taught by Other Faculty/Administrators	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	3 (2.4%)

Student recruitment efforts.

New admissions procedures were implemented in Fall, 2007. Replacing the Interview process was an Orientation Program outlining the expectations for future teacher candidates enrolling in the Teacher Education Program. Potential candidates were introduced to best practices as reflection was built into the process through follow-up essays asking candidates to reflect upon and write about their future plans as teachers. Faculty members continue to represent the TEDU Program at College-wide Open Houses.

NJEA

Research/Scholarly Activity

Education Program faculty members are fully engaged in scholarly endeavors. The following outlines the contributions of the faculty in the area of scholarship.

Books

Churchill, L., Mulholland, R., & Cepello, M. (2008). *A Practical Guide for Special Education Professionals: On the Job and Professional Development*. Prentice Hall: Ohio

Peer-reviewed articles

Boakes, N. (2007). Using Origami to engage students. *The Mathematics Teacher*, 65(1), 3-6.

Boakes, N. (2007). Cards and games- strengthening students' understanding of key mathematics concepts. *Association of Mathematics Teachers of New Jersey News*, 33 (4), 6.

Lebak, K. (2007). Cogenerative dialogue: A cooperative field for expanding agency for all participants during fieldtrips. *Cultural Studies of Science Education*, 2 (4). 878-882.

Lebak, K. (2007). Mediating cultural borders during science field trips. *Cultural Studies of Science Education*, 2 (4). 847-863.

Leonard, J., Boakes, N., & Moore, C. (In press). Conducting science inquiry in primary classrooms: Case studies of two preservice teachers' inquiry-based practices. *The Journal of Elementary Science Education*.

Mulholland, R. & Blecker, N. (2008). Parents and special educators: Pre-service teachers' discussion points. *International Journal of Special Education*, 23(1), 48-53.

Mulholland, R., Pete, A. & Popeson, J.(2008). Using animated language software with children diagnosed with Autism, PDD-NOS, and Communication Disorders. *Teaching Exceptional Children Plus*.

Quinn, J., Kavanaugh, B., Boakes, N., & Caro, R. (In press) Two thumbs way, way up. *Teaching Children Mathematics*.

Selvester, P., Mulholland, R., & Wong, P. (2007). Camtasia: A new tool for universal design for learning. *College and University Media Review*, 12(2).

Articles Submitted for Publication

Boakes, N., Quinn, J. M., & Caro, R. A. (Submitted September 2007).
Origami-mathematics lessons: Paper folding as a teaching tool. *Teaching Children Mathematics*.

Tinsley, R. and Lebak, K. (Submitted June 2008.) Taking separate journeys together: Incorporating collaborative dialog into independent action research. *Journal of Curriculum and Instruction*.

Other Publishing Activities

Maul, K. (2008). Contract with Corwin Press. Currently working with editor on ideas for series of 90-125 page books on the brain-based approach to achieving excellence with technology.

Roberts, W. (2008). Servicing buyers with special needs. *Today's Buyer's Rep*, April ed. (Information for real estate agents regarding adults with special needs and how to adjust presentations and performance to account for their needs.)

Tinsley, R. (2008). Free-lance Writer for Sage Publications. Authored: "Guide to Teaching Introduction to Special Education," "Guide to Teaching Introduction to Special Education Online," and other supplemental materials for Gargiulo, Richard. (2008). *Special Education in Contemporary Society*, 3ed.

International or National Presentations

Blecker, N. & Boakes, N. (2008). Mentoring the mentor: Does improving teacher attitudes improve the preservice teacher's experience? Lecture presentation at the annual Council for Exceptional Children (CEC) Convention and Expo, Boston, MA, April 3-5.

- Blecker, N., Williams, C. & Briggs, C. (2007). Essential questions: Using student inquiry to unlock key understandings of a discipline. Presented at the National Association for Gifted Children (NAGC) annual conference, Igniting Ideas & Innovations in Gifted, Minneapolis, MN, November 9.
- Boakes, N. (2008, April). Reducing the anxiety of, motivating, and inspiring preservice teachers through meaningful, fun instruction. Paper presented at the National Council of Teachers of Mathematics 2008 Annual Meeting and Exposition, Salt Lake City, Utah.
- Lebak, K. & Blecker, N. (2008). Practicing what we preach: Co-teaching in higher education. Paper presented at the 2008 National Center for Education Information, New Orleans, La.
- Lebak, K. & Boakes, N. (2008). Connecting professional development to classroom based instruction. Paper to be presented at the National Association for Research in Science Teaching International Conference, Baltimore, MD.
- Mulholland, R. & Blecker, N. (2008). Special education teachers' reflective responses to academic learning time data. Poster presentation at the annual Council for Exceptional Children (CEC) Convention and Expo, Boston, MA, April 3-5.
- Mulholland, R. & Blecker, N. (2007). Using technology to support struggling learners. Lecture presentation at the 31st annual conference of the Reading Association of Ireland, Dublin, Ireland, September 27-29.
- Mulholland, R. (2007). What Principals Know and Don't Know About Special Education. The South American Special Education Forum, Peru.
- Mulholland, R. (2007). Addressing Universal Design at the University Level for All Learners The South American Special Education Forum, Peru
- Mulholland, R. (2008). Using Animated Software with Students Experiencing Autism Spectrum Disorders and PDD-NOS. Assistive Technology Industry Association, FL.
- Mulholland, R. (2008). Active Student Engagement and Teacher Mentoring in Macedonia. International Reading Association, Atlanta.
- Tinsley, R. and Johnson, L. (2008). Generation 1.5—the unofficial 14th disability category. Council for Exceptional Children Annual Convention, Boston,.
- Tinsley, R. and Johnson, L. (2008). Pre-service teachers explore the special education landscape of South Jersey. Council for Exceptional Children Annual Convention, Boston.

Tinsley, Ron. (2007). Replacing religion in the American educational value system: Standards, testing, and NCLB. National Communication Association Annual Conference, Chicago

Regional or State Presentations

Boakes, N. (2007). Making geometry interactive and fun. Presented at the Association of Mathematics Teachers of New Jersey, Somerset, NJ.

Caro, R.A., Quinn, J. M., & Porfilio, B.J. (2008). Changing perceptions of pre-service teachers by tutoring homeless youth: A narrative investigation. Presentation at the 2nd Annual Conference on Equity & Social Justice in Education, Pomona, NJ.

Caro, R.A., Schappell, A., & Birchler, L. (2008). Developing WebQuests for learning, assessing, and promoting higher order thinking: Pre-service teachers and their trajectory into developing WebQuests. Presentation at the 8th Annual From My Classroom to Yours Conference: Innovate, Educate, and Inspire, Pomona, NJ.

Johnson, L. and Tinsley, R. (2008). Generation 1.5: Meeting the needs of English Language Learners in New Jersey. Annual Conference of the New Jersey Council for Exceptional Children, Raritan Center.

Lebak, K. and Tinsley, R. (2008). Using reflective practice to improve teaching and learning. Presentation at the 8th Annual From My Classroom to Yours Conference: Innovate, Educate, and Inspire, Pomona, NJ.

Martin, R. (2007). Overcoming Resistance to Anti-Racist Pedagogy through a Focus on the Unconscious. Winter Roundtable on Cultural Psychology and Education. Teachers College, Columbia University

Martin, R. (2008). This is a Counter-Insurgency': Teaching in Film. Co-presented with five undergrad and grad students. Equity and Social Justice in Education Conference. Richard Stockton College.

Martin, R. (2008). Rethinking Fears of Media and Youth. Co-presented with 6 grad students. Equity and Social Justice in Education Conference. Richard Stockton College.

Mulholland, R. (2008). Presented with MAED special education graduate students who presented Internship/Capstone papers. Annual Conference of the New Jersey Council for Exceptional Children, Raritan Center.

Tinsley, R. (2008). Scoring like the pros: Using holistic assessment in your classroom.

Presentation at the 8th Annual From My Classroom to Yours Conference: Innovate, Educate, and Inspire, Pomona, NJ.

Tinsley, R. (2008). Mentoring pre-service teachers in meeting the needs of all students. Annual Conference of the New Jersey Council for Exceptional Children, Raritan Center.

Other Presentations

Boakes, N. & Lebak, K. (2008). Encouraging Inquiry –based math and science instruction in the 3-8 classroom. Stockton Day of Scholarship. March, 2008.

Caro, R. A., & Quinn, J. M. Teaching homeless kids: Impacting pre-service teachers' perceptions of teaching. Presentation at the Day of Scholarship at Stockton College, Pomona, NJ. March 2008.

Grant Activities

Blecker, N. Member of the committee actively involved in the facilitation of the I&RS (Intervention and Referral Services Committee) Grant which was awarded by the NJ Department of Education to the ETTC/SRI at Stockton. As a committee member, part of my responsibility is to implement portions of the grant activities.

Boakes, N. (2007-09). South Jersey Coastal Consortium—Math Science Partnership grant. Summer teachers' institute operated through the SRI/ETTC and Stockton College. Served as instructor.

Dunlevy, D. (2007-2008). Development, support, and evaluation activities for the following grant programs: Math Science Partnership, Mullica Township MATRIX, and Egg Harbor City 21st Century Learning Communities.

Ewart, P. (2007-2008). Grant Activities—District Level—Title III Grant Activities/Professional Development Opportunities for ESL teachers.

Lebak, K. (2007-09). South Jersey Coastal Consortium—Math Science Partnership grant. Summer teachers' institute operated through the SRI/ETTC and Stockton College. Served as Summer Institute Project Director and instructor.

Mulholland, R. (Fall 2007). Submitted a multi-year federal grant proposal for \$1M (CFDA 84.324) to conduct a study in the local school districts to evaluate the effectiveness of two interventions in improving communication skills with students experiencing autism.(notified in April that we did not get it)

Mulholland, R. Autism Speaks (Fall 2008). Letter of Intent was accepted by Autism Speaks Foundation. Participated in a web seminar (Nov. 07) to get specific information about developing the grant Pilot Study proposal for a two year,

\$200,000 grant to investigate the efficacy of using interactive software to improve communication and social skills of students experiencing autism.

Mulholland, R. Awarded 2007—Summer Provost Grant (\$5000) to research and develop major grant proposal. Submitted a federal grant proposal in October for research in Autism (\$1M).

Mulholland, R. Awarded 2008—Summer Technology Academy Award (\$2000) to develop courses to include the use of Horizon Wimba.

Tinsley, R. (2007-09). South Jersey Coastal Consortium—Math Science Partnership grant. Summer teachers' institute operated through the SRI/ETTC and Stockton College. Served as Assessment Coordinator.

Other Scholarly Activities

Martin, R. Peer-Reviewer, *Journal of Research Practice*.

Mulholland, R. 2007-present. Reviewer: *International Journal of Teaching and Learning in Higher Education*. Review manuscripts in the area of technology, action research, teacher education.

Mulholland, R. 2001-present. Reviewer: International Reading Association Book Proposal and Manuscript Review Board. Review manuscripts in the areas of literacy at the elementary and secondary levels.

Mulholland, R. (2002-present). Reviewer: Merrill Prentice Hall and Allyn & Bacon Publishers. Review manuscripts in the areas of technology, special education, and curriculum.

Rodano, C. (2007). Wrote book review for *Education Reviews of: Cooke, Heather (2007). Mathematics for Primary and Early Years: Developing Subject Knowledge*. Second Edition. Los Angeles, CA: Sage Publications.

Tinsley, R. (2007-present). Peer-reviewer: *International Journal of Multicultural Education*.

Tinsley, R. (2007-present). Peer-reviewer: Submissions for the Annual Conference of the American Association of Colleges of Teacher Education (AACTE).

Tinsley, R. (2008). Text reviewer: Sage Publications. Reviewed manuscript: Gargiulo, Richard. (2008). *Special Education in Contemporary Society*, 3ed.

Service Activities

College-wide Service Activities

Blecker, N. Graduate Studies Committee of the Stockton Faculty Assembly: member-at-large

Blecker, N. Jack Kent Cooke Scholarship Fund: Chairperson of the Stockton College committee which advises student scholars and reviews scholarship applications for this prestigious need-based and scholarship-based grant.

Boakes, N. Chair, Faculty Assembly Graduate Studies Committee. 2006-2009.

Boakes, N. Faculty Assembly Steering Committee. 2006-2009.

Boakes, N. Faculty Assembly Constitution Revision Taskforce. 2007-2008.

Caro, R. Provost's Task Force on Diversity, 2007-present. Richard Stockton College of New Jersey. This task force is creating best practices in the hiring of underrepresented groups in higher education for the college at large.

Caro, R. Distinguished Research Fellowship Committee, 2007-2009. The Richard Stockton College of New Jersey. This committee reviews and awards funding for graduate student research projects. Reviewed graduate research proposals for funding. \$8000 was awarded for the fall 2007 cycle.

Lebak, K. Director, MAED Program 2007-2010.

Lebak, K. Graduate Advisory Board, 2007 – 2010.

Lebak, K. Coordinated efforts for the MAED TEAC accreditation process.

Lebak, K.. Jack Kent Cook Scholarship Committee (07-08): Collaborate with colleagues to select undergraduate student to recommend for scholarship.

Martin, R. College-Wide Committee for Diversity, Equity and Affirmative Action, and its Subcommittee on Diversity Training.

Mulholland, R. Technology Sub-Committee (07-08): Collaborate with L. Feeney and N. Blecker to use Horizon Wimba, which allows for audio/visual synchronous interactive class for students who can not be present on campus during a class and for when faculty need to attend conferences.

Mulholland, R. Jack Kent Cook Scholarship Committee (07-08): Collaborate with colleagues to select undergraduate student to recommend for scholarship.

Martin, R. New Faculty Liaison for New Faculty Institute.

Martin, R. Organizer of a visit to Stockton by nationally-acclaimed philosopher, Alison Jaggar. Gained co-sponsorship from the School of Education, Women's Studies, Philosophy, Political Engagement Project, and several student clubs.

Tinsley, R. TEAC Accreditation Coordinator—Stockton Teacher Education Program—2005-2008—Coordinated Site Visit, September 2007.

Tinsley, R. Faculty Assembly Steering Committee—School of Education Representative—2008-2009.

Tinsley, R. Faculty Assembly Steering Committee—PROS Division Representative—2007-2008.

Tinsley, R. General Education Curriculum Revision Taskforce—2006-2008.

Tinsley, R. Campus Hearing Board Executive Committee—2005-2008

School of Education/Education Program Service Activities

Blecker, N. Special Education Sub-coordinator: Responsibilities of this position include advising graduate students interested in special education certification; ongoing contact with county offices of teacher certification; interviewing candidates for adjunct teaching positions for graduate level special education courses

Mulholland, R. Special Education Sub-Committee (07-08): Collaborate with MAED director and SPED sub-coordinator to discuss program improvements: Reworked Internship/Capstone Courses, developed Autism Course and Assistive Technology Course for SPED electives.

Martin, R. Chair, Education Program Curriculum Review Committee.

Martin, R. Developing a proposal for an MAED Social Studies track with interdisciplinary working group.

Tinsley, R. Program Coordinator—Education Program—2006-2010 (elected for a second consecutive 2-year term)

Tinsley, R. Chair—Program Assessment Taskforce—2007-2009

- a. **Student Development/Achievement/Engagement – honors and honor societies, clubs and organizations, activities to connect students and faculty, special recognition of students, etc.**

Blecker, N. Participant, Day of Service, September, 2007: Worked with Stockton students volunteering at the Seashore Gardens Living Center, Pomona, and the elderly clients living in the home.

Martin, R. Founded student club, "Teaching Outside the Box," which met monthly and held 2 events: "African American Read-In at Stockton," February 3 and "Dispelling the Myths: A Symposium on Literacy and Language," April 3, 2008.

Peretti, M. (Spring 2008). Speaker for the Education Club--"First Day, First Impression"

Day of Scholarship, Mission Project with Caro and Quinn and students. (I think I have this info. If you need it)

b. Outreach/Community Service.

As Education Faculty members, outreach and service to the surrounding communities is important. The following outlines the service activities by our faculty.

Blecker, N. Member, Early Childhood Committee of the Atlantic City School District

Blecker, N. Member, Board of Directors, Seashore Gardens Living Center, Pomona, NJ

Blecker, N. Member, Board of Directors, Congregation Beth Judah, Ventnor, NJ

Blecker, N. Inclusion: Teaching everyone the "how and why". Presented at the Weymouth School District, October 5, 2007.

Blecker, N. Differentiation: What, why & how – Strategies & techniques. Presented at the Leeds Ave. School, Pleasantville School District, October 5, 2007.

Blecker, N. Instructional strategies for at-risk students. Presented at the Seaside Park Elementary School, February 15, 2008.

Blecker, N. Meeting the needs of students with disabilities in the mainstream related arts classes. Presented at the Davies Middle School, Hamilton Township School District, February 19, 2008.

Caffrey, T. (2008). Inclusion in your school. Workshop for Camden County Technical Schools.

Caffrey, T. (2008). Managing behavior in the classroom. Workshop for Camden County Technical Schools.

Caro, R. Co-Director: Teacher Training with a Mission (TTM) 2006-present. The Atlantic City Rescue Mission, New Jersey. \$18,000 grant provided by the

Bridges Project, a Stewart B. McKinney-Vento Grant for the education of homeless children and youth. In addition to helping homeless kids with their academic work, TTM helps prepare pre-service teachers to educate all students and examine their own racial class status, and to work in urban communities.

Dunlevy, D. (2008). Lead presenter of 2-day I&RS Team Training for NJDOE at SRI&ETTC, May 27 and 28.

Fipp, J. (2007-2008). Active member of the Nor Lin Kiwanis Club; Chariperson of the Northfield City Family Festival at Birch Grove Park Fall of 07; Chariperson of the Green Day Earth Fair held in Northfield April 08.

Hinman, M. (2007-2008). Generated mentoring program for at risk students entering Absegami High School. Brought Absegami Key Club into a K-8 summer learning program as student models.

La Fave, B. (2008). Collaborative Learning for Differentiated Instruction, Galloway Township Public Schools.

Lebak, K. (2008). Domains of Learning, Professional Development presented at Little Egg Harbor School District. June 9- June 12, 2008

Lebak, K. (2007). Differentiating Instruction A workshop presented at Bishop McHugh Professional Development Day. September, 2007.

Martin, R. Writing Workshops at GAMP, a Philadelphia public middle/high school.

Mulholland, R. Workshop Presenter (Jan 08): Ventnor Public Schools. Presented a 2 hour workshop on Behavior Management.

Mulholland, R. Workshop Presenter (March 08): Absegami High School. Presented a 2 hour workshop on Assistive Technology

Mulholland, R. Workshop Presenter (April 08): Margate Public Schools. Presented a 2 hour workshop on Classroom Management.

Mulholland, R. Workshop Presenter (April 08): Ventnor Public Schools. Presented a full day workshop on Classroom and Behavior Management.

Mulholland, R. Workshop Presenter (April 08): Galloway Public Schools. Presented on overview on Asperger Syndrome.

Mulholland, R. Workshop Presenter (May 08): Vineland Public Schools. Presented two 2 hour workshops on Behavior Management

Mulholland, R. Consultant (2008): Ventnor School District. Worked with special education teacher, paraprofessional, and family in developing instructional program for student with autism.

Mulholland, R. FACES Member (2008): Jewish Family Services committee focusing on supporting children on the autism spectrum (monthly meetings)

Mulholland, R. (2004-08) Consultant: US Aid and International Reading Association. Work with secondary teachers in Macedonia to improve the instructional environment. Developed a teacher mentoring manual, presented overviews and reports to the Minister of Education, and conducted workshops in Macedonia to train mentors and supervise them

Mulholland, R. (2007-08). Intervention and Referral Service (I&RS) Team Member (ETTC/SRI): Work with ETTC team to deliver workshops to schools I&RS teams in their schools.

Roberts, W. (2007-2008). Workshop presentations at Ocean County College:
1) Inclusion, How to Make it Work. 2) Setting up an Autistic Program in the Public Schools. 3) Understanding the Pre Referral, Referral, and Classification Process.

Tinsley, R. and Dunlevy, D. (2008). Looking back and planning ahead. Two-part workshop for first year teachers.

Tinsley, R. and Dunlevy, D. (2008). Using reflective practice to improving teaching and learning. Workshop for new teachers ending first year of service in the Millville schools.

Whitaker-Voltura, D. (2007-2008). Cape Educational Fund Grant – Kites – Language Arts, Science, and Math cross curricular activity for fourth graders.

State Committees

Blecker, N. (2007-2008). Member, NJ State Special Education Advisory Committee: The Federal government through the Department of Education has mandated that every state DOE have a special education advisory committee composed of community members, parents and educators.

Blecker, N. (2007-2008). Member, NJ Special Education Task Force: The purpose of this committee was to review the state's special education plan that must be forwarded to the United States Department of Education.

Foster, K. (2007-2008). State Committee NJTAPIN for core content standards 8.1 and 8.2.

Tinsley, R. (2007-2008). New Jersey Department of Education Elementary Teacher Certification Program Approval Standards Committee—meet monthly to develop new certification program approval standards.

Faculty recruitment efforts

Three tenure track searches in Education were conducted during the 2007-2008 academic year. As a result, Dr. Shelley Myers was hired as Assistant Professor of Special Education and Dr. Lois Spitzer was hired as Assistant Professor of ESL.

Shelly Meyers joins us as Assistant Professor with expertise in Special Education. She possesses a B.S. and M.S. in Special Education and has earned her Ed.D. in Educational Administration from Nova Southeastern, Florida. Shelly comes to us with a wealth of experience in the K-12 sector as a teacher, administrator, and special service director. Additionally, Shelly has several years experience as an instructor of special education in our MAED Program.

Lois Spitzer comes to the School of Education as Assistant Professor in English as a Second Language. She holds a BA in French and M.Ed. in English as a Second Language. Lois received her Ph.D. in Applied Linguistics from Boston University. She will offer courses, supervise fieldwork, and work with cooperating teachers in Teacher Education and related areas, specifically in ESL.

A third search for an Assistant/Associate Professor of Mathematics was unsuccessful in yielding an acceptable pool. As a result, Mrs. Mildred Peretti was hired for a one-year position. She will once again bring her vast knowledge as a practitioner to her teaching in the Introductory semester.

Assessment activities. Please describe what you have accomplished and where you stand in your assessment plans (student learning outcomes, etc.).

Our assessment plan will drive program decision making. Through the TEAC process, the MAED and Teacher Education Program developed and evaluated claims regarding the accomplishments of our graduates. The claims were based upon TEAC's mandate to produce competent, caring, and qualified professionals that demonstrate subject matter knowledge, pedagogical knowledge, and caring teaching skill. A preliminary assessment plan was developed to evaluate our graduates' ability to meet the three claims. Initial data was collected and analyzed which provided evidence of meeting the three claims. However, due to the small number of graduates and the newness of the program, the data could not be considered valid and reliable. As part of our TEAC requirements to meet stipulations for New Program Accreditation by June, 2010, greater specificity in the assessment plan, along with on-going collection and analysis of data is needed.

During a May 26th faculty retreat an assessment plan based upon the work by Charlotte Danielson, Framework for Teaching, was approved as the theoretical framework for the development of a comprehensive assessment plan. Danielson's four domains of learning, planning and preparation, classroom environment, instruction, and professional responsibilities along with an added domain, pedagogical content knowledge will guide the development of the instruments to assess our graduate's ability to meet the three claims.

II. Future Directions

a. Program initiatives and goals for 2008-2009.

Assessment Plan:

The development and implementation of a comprehensive assessment plan to measure our graduates' ability to meet the three claims will be a priority for the next two years. During the first year we will focus upon the development of assessment instruments based upon the Danielson Framework. The instruments will be implemented during the 2008-2009 academic year. Based upon a pilot of the instruments during the Fall, 2008 year, modifications to the plan will be made. We anticipate a program wide implementation of the assessment plan in Spring, 2009. As we develop the assessment instruments, we will also be working to establish a mechanism for the electronic gathering of the data. Data collected and analyzed from the assessment plan will be instrumental in the continual improvement of the program.

Program Initiatives for 2008-2009

- Latin/Greek World Language Initiative
- Fieldwork Initiative: The development of website for communication between cooperating teachers in the field and college instructors. Assessment data would be collected through the website. A pilot program is planned during the 2008-2009 school year with Galloway Township Public Schools. Planning meetings have occurred during the 2007-2008 academic year and will continue as we implement the new program in 2008-2009 academic year.

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b. Brief statement of plans for next five years.

- Future Math/Science Teachers Honors Program:

- c. **Resource needs and rationale.** A budget is not required. However, if you have particular budgetary needs and know these costs, please include them (e.g. accreditation costs, lab equipment).

Faculty Lines:

A comparison of 2006-2007 to 2007-2008 indicated the number of courses taught by adjuncts are xx%. This increase is problematic in terms of our accreditation efforts. As we develop new programs, we will need to assure that faculty lines are available for the teaching of the additional courses.

Science Instruction Needs

As we look towards beginning an honors math/science future teachers program, we need to look towards the instructional needs for such a program, along with our existing science certification program. Teaching science requires quality teachers, time, resources, space and a community of learners (see reference, National Research Council). It is difficult, if not impossible, to prepare quality teachers to teach science at the K-12 level without adequate facilities. Keeping in view the existing impetus for increasing the capacity of the college, it seems appropriate to seek some space dedicated to Science Education (K-12 Science Teacher Preparation) within the Teacher Education Program. This would not only increase the capacity to facilitate science teacher preparation but may help us recruit and retain more science students for the K-12 Science Education area. The space we are requesting would cater more specifically to K-8 science teacher preparation while the college level science labs would be used for 9-12 science teacher preparation.

