Academic Program Annual Report Template

Program: Teacher Education   Year: 2015-2016

Coordinator: Norma Boakes, Associate Professor of Education (author)

History, Development, and Expectations of the Program
Briefly describe the history, development, and expectations of the program. To the best of your knowledge, reflect on the reason for creating the program and the ways in which the program has evolved in response to students' needs or changes in the field. In addition, explain the design and operation of the current program in relation to that which preceded it, to market demands, to students' needs, and to academic/higher education climate.

Also, describe the ways in which the program mission and vision (or the program purpose) connect to/reinforce Stockton's institutional mission and vision. Stockton's **mission** and **vision** statements can be accessed on the College's website.

Program History, Development, Expectations

The TEDU Program was originally designed and approved by the New Jersey Department of Education (NJDOE) in the mid-1990s. Since that time our program has gone through a number of revisions. In 2008, the institution restructured the way program were housed creating Schools. The School of Education (SOE) was created housing several programs including TEDU, MAED, and MAIT. The TEDU Program itself has also experienced revision beginning as a pure post-baccalaureate program where students would earn a degree in a liberal arts area (Stockton or elsewhere) then complete a second BA in teacher education along with teacher certification. This structure required students earning a BA at Stockton to accumulate at least 160 credits between their first BA and teacher education. When our enrollments started dropping extremely low, 2011-2012, it became clear that this structure was a burden to students (time & financial) and was more than what was required for teacher certification. (The state does not require a second BA degree to be earned to be certified as a teacher.) Beginning in 2012, the TEDU Program began developing a new structure for teacher certification where students could earn teacher certification without the need for a 2nd BA degree. To streamline the process and courses needed, the TEDU Program worked with the many programs on campus to create what we now know as "concentrations". These concentrations provide Stockton students with a set of preset paths to earn certification. **To date, the TEDU Program has 13 concentration options leading to teacher certification. The results of this revision have been extremely positive with TEDU seeing consistent growth since the implementation of concentrations. Students are able to earn a degree within a more reasonable time frame reducing the number of credits necessary. It has also provided a clear, well-structured path that is easily understood and navigated**.

The curriculum of the TEDU Program is another area that has seen a good deal of development since it began in 1999. The largest shifts occurred when NJDOE required all teacher preparation programs to be accredited by a nationally recognized agency. The TEDU Program began the necessary steps in 2008. The results of this process included a revision of how the program was structured and paced. By doing a self-study we quickly learned what we did well and where there was need for retooling. A few major revisions resulting from our self-study and a follow up full accreditation review included:
- Renumbering and structuring program courses to be clearly designed as freshmen, sophomore, junior or senior level courses
- Removing initial school-based field experiences that were too informal in nature and replacing them with more purposeful experiences aligned to program mission and goals
- Adopting and aligning all coursework to state and national standards for teacher preparation, and

- Utilizing a detailed, research-based evaluation structure for student teaching (later adopted by NJDOE as a state-approved teacher evaluation model)

The end result of our self-study and revision eventually earned us full accreditation in 2014 by the Teacher Education Accreditation Council (TEAC).

One thing that has remained unchanged in the TEDU Program is our expectations for students seeking to become teachers. To validate the claim I went back to the 2006-2008 College Bulletin and found a statement made well before we made major revisions to our program. The Bulletin states: "STEP is committed to standards that ensure qualified teachers who demonstrate the knowledge, skills and dispositions identified with highly effective teachers" (p.305). (STEP is the old name for the TEDU Program, Stockton Teacher Education Program.) To this day, we hold that high expectation for all of our students. **We have reworded our mission and goals along the way but have always sought to ensure our students are able to handle and perform all responsibilities of a teacher from planning and instruction to professional dispositions.** It has been that steadfast expectation that has allowed us to maintain a number of practices that were not revised or retooled such as:

- A strong field-based learning component where students work with acting teachers to help develop their knowledge and skills,
- A college course curriculum designed to work in tandem with field-based learning in K-12 settings, and
- Outcome-based measures to ensure students aren't just knowledge about the art of teaching but can demonstrate competency.

It is likely these features that maintained the vitality of our program even when there were state and national events that caused decline in students seeking to become teachers.

This past academic year has been a challenging one for our program. The challenge comes as a result of the NJDOE's revision of teacher preparation policy. This revision is a bit like a ripple effect beginning with the state seeking to improve student achievement in K-12. Many changes were made including a revision of content standards that govern what is taught in schools, the structure of standardized testing, and the evaluation of teachers. These actions have increased accountability of teachers and seek to quantify the impact of instruction on children's learning. With these changes made, the NJDOE shifted their focus to the pipeline that produces teacher, namely teacher preparation programs (all routes- traditional and alternate). Legislation was designed to improve preparation paths and ensure quality novice teachers. In 2016, these "enhancements" were adopted by the state of NJ. (This adoption was not without a great deal of debate and discussion with teacher preparation programs since many have a significant impact on program design and offerings.) Adding to this state update is a national level revision related to accreditation. The two original existing accreditation bodies included TEAC (noted earlier as the path that our program chose) and the National Council of the Accreditation of Teacher Education (NCATE) have been blended to form one accreditation body, the Council for the Accreditation of Educator Preparation (CAEP). CAEP's mission is to advance "excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 preparation" (http://caepnet.org/about/vision-mission-goals). T**he shift to this new accreditation body has, as the quote implies, shifted focus to heavily evidence-based measures of a program's impact on novice teachers and the children they eventually teach**.

With the revision of accreditation standards and updated state legislation, our program has already begun to take a close look at our structure and format to ensure we prepare quality novice teachers while meeting revised standards of practice. We have had regular meetings among staff, faculty, administration, students and collaborated with K-12 partners to consider what has worked well with our program and where revision or change is needed. Major actions for this past year have included:

- Educating ourselves and students on the new performance based assessment required of student teachers beginning September 2017, the EdTPA through training, meetings and workshops

- Completing a detailed gap analysis of our TEDU curriculum to determine to what extent we meet CAEP standards including InTASC standards (national teaching standards), state teaching standards (NJPST), and to EdTPA requirements
- Developing and launching an e-portfolio program through a web-based education aligned management system, Taskstream, that requires students to submit "signature assignments" that reflect major outcomes expected in TEDU program coursework
- Piloting the new performance based assessment of student teachers, EdTPA, with a group of student teachers in designated partner K-12 schools
- Designing two faculty fellow positions for 16-17 based on identified areas for growth in our program related to diversity and special needs education
- Revising the TEDU program to align to new state legislation for teacher certification that will take effect in September 2017

These represent major steps to meet rising standards for teacher preparations programs. **The work over the next year will focus very specifically on implementing changes deemed necessary and revising curriculum to fulfill state requirements and national accreditation standards while maintaining the elements we recognize as critical to our program graduates' success in K-12.**

Program Mission

Stockton University's Teacher Education Program prepares novice teachers to be competent in both subject matter and pedagogical skills, as well as to be caring practitioners in diverse and technologically rich learning environments.

Our novice teachers:
- Demonstrate a thorough competence in their content area and including the ability to draw upon content knowledge when planning and implementing instruction.
- Understand and integrate appropriate planning, assessment, planning and instructional strategies in engaging ways.
- Recognize the diverse needs of the learner by establishing a positive supportive learning environment and utilizing varied teaching strategies that meet the needs of all learners.
- Demonstrate professional responsibility by engaging in self-reflective practices and collaboration.

Program Vision

Our program's vision is to support the development of effective, high quality novice teachers through a well-structured thoughtful teacher preparation program. This program works in unison with a students' elected liberal arts degree area through carefully designed concentrations. Students build a firm understanding of foundational concepts within their subject focus and key overarching education topics. This is followed by a set of certification courses that build on students' foundations and seek to develop the pedagogical skills needed to be an effective teacher. This entire process is supported through regular precepting and a series of requirements that students must meet at various stages of the program. This is all made possible through a dedicated group of staff, faculty and administration.

Connection of Program Mission/Vision/Purpose to the College's Mission and Vision

Stockton University's mission aligns well with the TEDU Program in many ways. A key element is the valuing of diversity and differing perspectives. The TEDU Program recognizes this as a critical component to being successful in an ever changing population of children in varied needs. It is for this reason that the development of understanding diversity and diverse learning needs is an element captured through many parts of our program. Our university also seeks to ensure students have sufficient depth and breadth of studies to develop well-rounded citizens capable of making informed decisions within and beyond their area of study. This is also critical to the TEDU program and is evidenced by the numerous concentrations available among the many programs at Stockton. Each is designed to

complement the liberal arts structure to ensure a well-rounded education along with the needed competencies for novice teachers.

Stockton University also maintains a vision for its students through a series of four themed areas, known as our 2020 Strategic Plan. This plan emphasizes the importance of learning, engagement, global perspectives, and sustainability. Within the themes, the TEDU Program shares similar ideas for our graduates and are described below:

- **Learning-** This theme focuses on a commitment to lifelong learning and developing the capacity to understand within and beyond a chosen field of student. For teaching, this is captured within a teacher's disposition and professionalism. This element is focused upon and developed throughout our program to ensure graduates can develop over time and make the necessary shifts as needed that often come with the ever changing landscape of K-12 education.
- **Engagement-** This is another area that is of importance to Stockton and to our program. Our program seeks to engage students in the K-12 environment from the children they work with to the professionals they encounter. This goes beyond the actual act of teaching including engagement through such activities as attending professional development, participating in K-12 school events, volunteering in schools, etc.
- **Global Perspectives-** Diversity and ability to work with diverse groups such as age, gender, and race prepare students for global participation. Actions are valued that seek to develop a working understanding of what diversity is and how it translates into everyday life from local/regional experiences to national/international ones. Noted earlier, understanding diversity and an individual's unique perspective based on their background is threaded throughout the TEDU Program from coursework to the K-12 field experiences they have.

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Demand for Program
Reflect on the following with reference to the data supplied through Tableau and by Institutional Research. In relation to "Viability," please discuss your evaluation of the program's sustainability given enrollment, etc. and local, regional, or national trends related to the discipline/field(s). Although it is not necessary to collect and to analyze benchmarking data, you may find doing so useful. If you plan to include benchmarking data/analysis in your report, contact Institutional Research for guidance obtaining the data.

Enrollment

Declared Majors/Minors

Degrees Granted

Service Role of Program

Viability of the Program (impact, justification, and overall essentiality)

Enrollment & Declared Majors/Minors

The TEDU Program is reviewed differently than other programs on campus. This is due to the fact that, by design, the TEDU Program is a post-BA degree. In other words, **you cannot major in education**. A student seeking teacher certification must elect a major then teacher certification will accompany it. The only exception to this is students who come to Stockton for teacher certification with a BA in hand. In these cases, students can declare their 2nd degree in TEDU. With this in mind, Table 1 below is gathered from institutional data. It reflects all majors with a concentration in education that lead to teacher certification. The row labeled "EDUC" are the 2nd degree candidates that come to Stockton with a BA already in hand. In some cases, you will see blank spaces in the concentration area. This is due to the fact that concentrations were instituted at different times. For example, the BIOL concentration was not available to students until Fall 2014. The most complete "picture" of TEDU student is visible for this academic year, 15-16. **Overall, the trend in data is very positive with concentrations showing a steady increase or stable enrollment.** (See Figure 1 for visual of data from Table 1.) There are a few though with declines that are noted below with possible reasons for them:

- **EDUC**- This is declining by nature of the shift to concentrations. Originally, students did not have the option of streamlined concentrations within majors so elected to earn the second BA in Education. When concentrations started to be offered, those seeking a second BA were reduced to mainly those that came to Stockton with a BA already.
- **HIST**- There are a number of factors potentially impacting this concentration. One has to do with the design of the major that requires foreign language study. This can necessitate students taking upwards of 138 credits to earn the degree with teacher certification. Additionally, marketability is lower with this major (37% of graduates from 2015 reporting gaining employment as a social studies teacher- see state report link at end of section).
- **PSYC**- This major was directly impacted by the Liberal Arts degree options (LIBA & LASS on chart). Both degrees were designed with the elementary certification candidate in mind. Program courses are a blend of content areas meant to prepare students for meeting the demand of an elementary school curriculum that includes multiple subjects (math, science, social studies, and mathematics). Prior to this, students who sought elementary certification often chose Psychology since it focused on the development of the child and had flexibility to blend in content area courses (through ASD and general studies).

Looking at enrollments overall (see grand total in Table 1), the TEDU Program is in high demand and has strong viability. **The program has grown to almost FIVE times its size since Fall 2013**. Noticeable though is a small

decrease as of Spring 2016. **There are many potential reasons for this decline such as declining enrollments across colleges/universities across the state, rising demands on teacher certification (GPA & testing requirements), rising accountability of teachers in K-12 settings, and a persisting negative perception of teaching and the educational system in the state.**

| Table 1. Enrollment by Program in Education Concentration							
Program	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Grand Total
ARTS					2	2	4
BIOL			1	5	11	12	29
CHEM				1	3	5	9
EDUC*	74	63	67	59	54	40	357
ENVL					1	3	4
HIST	16	34	68	69	75	63	325
LCST	3	3	2	3	8	9	28
LIBA	27	67	141	163	212	225	835
LASS	7	18	35	45	48	45	198
LITT	17	29	46	45	60	59	256
MARS			2	2	5	6	15
MATH	9	29	44	44	60	58	244
PHYS		1	2	3	2	4	12
POLS	1			2	5	5	13
PSYC	38	79	99	99	105	86	506
SUST					1	1	2
Grand Total	**118**	**260**	**440**	**481**	**598**	**583**	**2837**
* This is a 2nd degree option only							

Degrees Granted/ Certifications Earned

Another way to look at the vitality of the TEDU Program is to review data related to students earning teacher certification. This is a bit different than degrees granted. **For the TEDU Program, degrees granted would not capture the entire TEDU population since a second BA in education is not necessary for certification.** Students earning certification must complete their BA degree, meet all requirements of the TEDU Program, and meet all state requirements for certification including passing scores on all required assessments and meet the GPA threshold. The most accurate way to determine the number of students that have done so is to review course enrollment for student teaching (EDUC 4990). See Table 2 below. This course would capture students meeting all requirements and were eligible for certification. **Data in Table 2 reflects a steady increase in student teachers from Fall 2014 to Spring 2016 with a 67% increase overall.** This is also the time frame in which the creation of concentrations within degrees would be reflected in the final certifications required by the TEDU Program.

Table 2. Student enrollment in EDUC 4990 Student Teaching by Semester					
	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Grand Total
EDUC 4990	43	60	59	72	234

Figure 1. TEDU enrollment by degree area (created with data from Table. 1
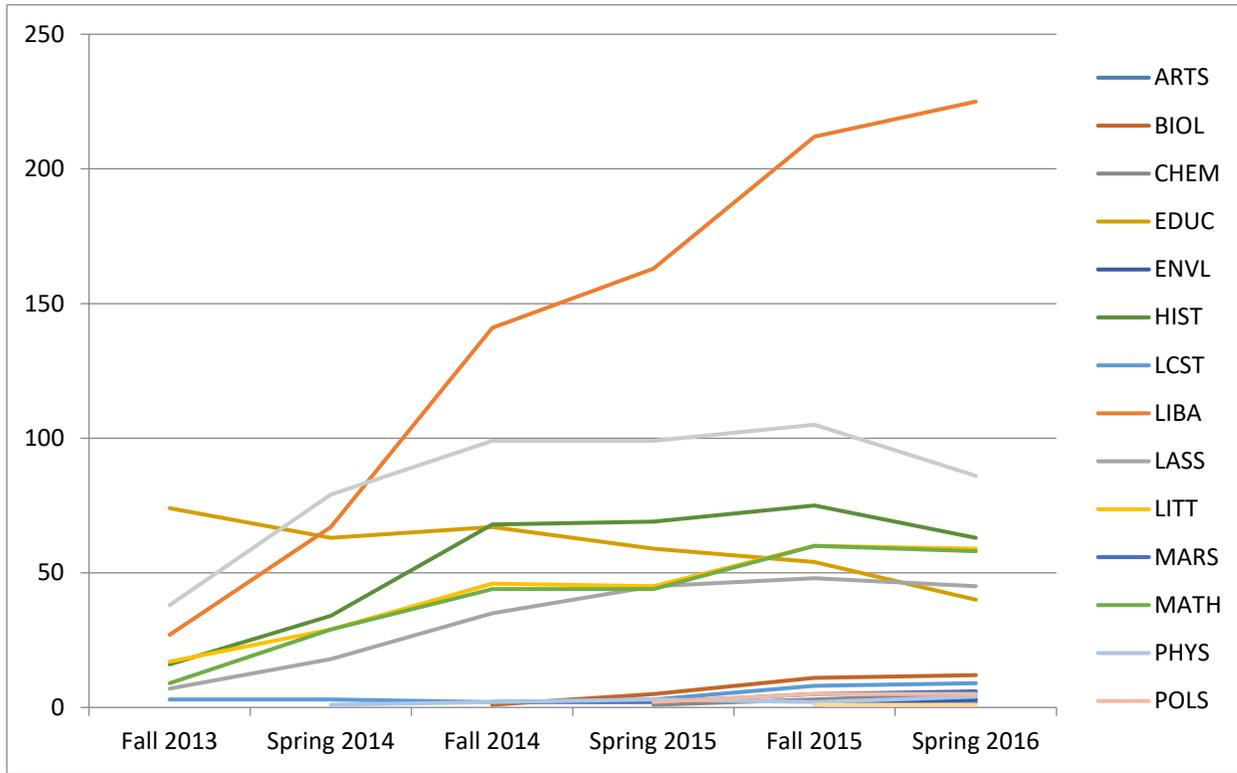
Marketability and Trends

Overall, the TEDU Program reflects increasing enrollment and steady interest in teaching. This is despite pressures building at the state and national level to improve K-12 education. As we move forward, it is important to consider students' marketability and trends that could impact our program's vitality. One tool used by our program is reviewing the occupational outlook according to the Bureau of Labor Statistics (BLS- see links provided below). **For both elementary and secondary certification, there is a 6% increase expected in K-12 teaching positions through 2024.** Additionally, the median salary is estimated at about $55,000-57,000 per year.

To look more closely at the state of NJ, two sources were reviewed. The Projections Central website allows users to review occupational employment projections for specific states and occupations utilizing state employment and Labor Market Information data. The table below provides data on the two year projection of teaching jobs for elementary and secondary teachers. **Overall there is an increase of .4% equating to as many as 1000 jobs.**

2 year short term job projection for elementary & secondary school teachers for the state of NJ							
Occupation	Base Year	Base	Proj Year	Proj	Change	Percent Change	Avg Annual Openings
Elementary School Teachers, Except SPED	2015	47790	2017	47980	190	0.4	1160
Secondary School Teachers, Except SPED & Career/Tech	2015	35060	2017	35210	150	0.4	950

Along with employment projections for the future, **the state of NJ also produces an educational preparation program report annually.** This report includes data specific to our program graduates and how the data compares against state data overall. The most recent report (2015- see link below) reviews data of our graduates from 2011-2013. To get a sense of how our TEDU Program is doing, the overall state report was compared to Stockton's. See Table 3 below. The percent of graduates successfully gaining employment in a public school setting in NJ schools was 56% (14-15 employment reviewed against 11-13 graduates). Stockton's TEDU Program's rate is 52%, slightly lower than the state percentage. There is also data provided on the percent of graduates employed by certification area. Table 3 below reflects how Stockton compares against the state by each of the certifications we offer. Stockton again is slightly below in terms of percentage of employment. In both cases, there are a few issues that arise with drawing any conclusions from the data. For one, the state report only looks at graduates who are employed in public schools. Graduates may work outside of the public school sector or in education-related jobs not housed within K-12. Additionally, there is a variation in job openings based on the geographic regions. The north and central parts of the state are much larger in size and so graduates of preparation programs in those regions may fair better due to the number of opening that's are available versus those in the southern region. Regardless, **our graduates are not earning as many jobs when compared to the state. This is an area of focus as the TEDU Program moves forward.** The increased enrollments in the past two academic cycles at Stockton may have some impact on graduate employment as we move ahead. We also have done some revising of work with Stockton's Career Services that may have some bearing on future employment.

Table 3. Stockton vs State Employment by certification area reported in the 14-15 state EPP Report		
Certification area	**Percent employed- Stockton**	**Percent employed- State**
Elementary K-6	49	55
Elementary w/Math MS	60	71
Elementary w/LAL MS	49	63
Elementary w/Science MS	50	68
Elementary w/Social Studies MS	38	57
Art	44	48
Biology	75	77
English	65	66
ESL	100	63
Math	81	78
Physical Science	100	75
Physics	100	89
Social Studies	37	53
Spanish	67	77
Teacher of Students w/Disabilities	60	62

As a whole, the TEDU Program has seen growth over the last two academic cycles. Enrollments are diversified and in many cases, on the rise. The best measure of program health for the TEDU Program is by looking at those students who are recommended for licensure. (Remember, the number of BA degrees in EDUC is not as accurate since it is not required for teacher licensure.) **Data reviewed from the student teaching semester are reflective of the growth seen in enrollment overall.** In terms of actual employment, state and national data on teaching provides evidence that more teachers are needed over the next several years. NJDOE state report data specific to teacher preparation is not as encouraging with lower percentages of graduates actually gaining employment. Given demand is present, this is an area for consideration as we move into the next academic year.

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Resources utilized….

- NJ Department of Education Educational Provider Report:
  http://www.state.nj.us/education/educators/rpr/preparation/providers/2015/provider.shtml

- Occupational Outlook
  Elementary- http://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm
  Secondary- http://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm

- Projections Central Website- http://www.projectionscentral.com/Projections/ShortTerm

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Faculty

Discuss the program's faculty makeup.

Refer to the data supplied by Institutional Research for guidance.

Consider the implications and benefits of faculty demographics in relation to the overall design and delivery of the program. Since full-time and adjunct faculty members may teach the same or different courses, please explain the advantages of the current arrangement or the strains resulting from it.

In addition, take the opportunity to summarize and reflect on the courses taught/students taught by faculty type (workload/FTE), release time by faculty type, service contributions by faculty type, scholarship produced by faculty, program faculty contributions to precepting, mentoring, and assessment. What impact do the courses faculty members teach have on the overall program? For example, do faculty members contribute to the teaching of required core program courses/General Studies courses in ways that benefit the program, students' learning experiences, and faculty members' growth as teacher-scholars?

Please remember to copy and paste any community engagement activities included in this section of the report into the "Community Engagement" section.

Please also remember to copy and paste any diversity comments/program activities included in this section of the report into the "Diversity" section.

Faculty Makeup

The TEDU Program falls within the School of Education (SOE). Faculty representing the TEDU Program is blended into two programs within SOE, MAED/MAEL and TEDU. Table 4 shows the breakdown of faculty. Many faculty are active in both TEDU and MAED. A total of 14 faculty are voting members of the TEDU Program with an additional 3 contributing to program activity and in some cases instruction of TEDU courses but who are not voting members (MAIT listed at bottom of chart**). Officially, there are 12 members of TEDU based on institutional data. The rest are referred to as "associated" since they work alongside the TEDU Program though they are formally main faculty of other programs within SOE.** As a whole, the faculty do all they can to work as a cohesive unit. However, the structure of having faculty shared among programs presents many challenges. **The majority of what are considered TEDU faculty (7 out of 12) split their time with other programs within SOE. This presents challenges for the faculty that are expected to contribute to more than one program in teaching and service.**

Table 4. TEDU Faculty Rank & Program for 15-16				
Faculty	Home Program	Other program involvement	Faculty rank	# of years
Norma Boakes	TEDU*		Associate	10+
Ron Caro	TEDU*		Assistant	5+
Darrell Cleveland	TEDU*		Associate	5+
Susan Cydis	TEDU	MAED	Assistant	<5
Priti Haria	MAED	TEDU*	Assistant	<5
Kimberly Lebak	MAED	TEDU*	Associate	10+
Shelly Meyers	MAED	TEDU*	Associate	5+
John Quinn	TEDU*	MAED	Associate	20+
Lois Spitzer	MAED	TEDU*	Associate	5+
Ronnie Tinsley	TEDU*		Associate	10+

Chelsea Tracy-Bronson	MAED	TEDU*	Instructor (ABD)	<5
Margaret White	TEDU*		Assistant	<5
Associated Faculty				
Joe Marchetti	*MAEL/EdD*	*TEDU**	*Associate*	
George Sharp	*MAEL/EdD*	*TEDU**	*Associate*	
Doug Harvey	*MAIT*	*TEDU*	*Associate*	
Amy Ackerman	*MAIT*	*TEDU*	*Associate*	
Jung Lee	*MAIT*	*TEDU*	*Associate*	
*voting member of TEDU				

In terms of faculty makeup, there are several factors of importance. The first relates to the number and makeup of full time faculty. As shown in Table 4 above, there are a total of 12 TEDU Program full time faculty members. The **years of service is balanced** with four faculty with < 5 years', four with 5+ years, and the remaining four with 10+ years of service. Ranking is similar with there being an equal number of assistant/instructor, assistant, and associate level faculty. All faculty hold a doctorate except for 1 faculty who is ABD but is anticipated to earn a doctorate by the next review cycle. **Overall, the full time faculty is balanced in terms of experience with a blend of newer and more veteran faculty.**

This past year, the **TEDU Program utilized 70 part-time faculty to help support the TEDU Program beyond the 12 full time faculty, representing 85% of the program.** Table 5 below provides a breakdown of faculty by gender and race. In terms of gender, the program is 65% female and 35% male compared to the institution's 55% female and 45% male faculty population overall. Thus our female faculty contingent is a bit larger compared to Stockton as a whole. In terms of race, we vary with the largest percentage of white faculty. This is comparable to institution data also showing a large percentage of white faculty. There are two categories of race that are noted on the institution report but not included within the data provided for this report. Without that data it is difficult to compare other races. Reviewing data provided, the African American/Black population is slightly higher than the institution while Hispanic/Latino and Asian population are slightly lower.

Table 5. Faculty (FT & PT) by Gender and Race- Program and Institution						
Race	Male	Female	All faculty by Race-SOE	% Race-SOE	Faculty by Race-Institution*	% Race-Institution
Asian		2	2	2%	32	10%
Hispanic or Latino	2		2	2%	15	5%
White	24	46	70	85%	223	71%
African American or Black	3	4	7	9%	23	7%
Two or more races					2	1%
International					17	5%
American Indian or Alaskan Native		1	1	1%	1	0%
Grand Total	29 (35%)	53 (65%)	82		315	
* Institutional data from http://intraweb.stockton.edu/eyos/page.cfm?siteID=54&pageID=31						

Not noted within Table 5 above but also important to the program is the educational level and qualifications of adjuncts. We seek high quality individuals with K-12 experience and expertise in the area in which they instruct. Currently, **all**

adjuncts hold at least a master's degree in their field. Table 6 below provides a breakdown by educational level attained. Within this group, 24% of our adjuncts have completed or are actively pursuing a doctoral degree. As a whole, this serves to help ensure quality of programming for students.

Note: *The institutional data provided in Tableau lists a total of 70 adjuncts. Some names were unfamiliar so the names were checked against those adjuncts actively teaching for the TEDU Program in 15-16. A total of 18 of the 70 included did not offer courses for TEDU though may have for the overall SOE.*

Table 6. Educational background of SOE adjuncts**		
Highest Degree Earned	**Adjunct**	**Corrected***
BA	1	0
MA	39	41
MS	4	4
MED	7	7
JD	1	1
EDD	10	10
PHD	4	4
ABD	3	3
N/A	1	0
Grand Total	70	70
*An error was found in institutional data & corrected (also reported) **A second anomaly was found with only 52 of the 70 adjuncts listed teaching actively in TEDU for 15-16.		

Faculty & Course Loads

Based on institutional data, the TEDU Program faculty (PT & FT) offered 167 course sections accumulating 7,230 SCH over the last academic year (Fall 15 & Spring 16). Of those courses, **45% were taught by full-time faculty representing 2,888 SCH**.

To get a sense of contributions, courses were reviewed within Program and General Studies categories. Table 7 below represents all required TEDU Program courses that are maintained by SOE. (The only exception is two required Psychology courses housed in SOBL.) A total of 90 program courses were offered with 25 taught by full time faculty.

EDUC courses at the 1000 & 2000 level are foundational in nature offering background in core education topics including diversity and special needs children. Courses at the 3000 level and beyond represent the pedagogy and methods courses that lead to student teaching. **In terms of coverage, there is strong contingent of full time faculty in the 3000 level courses since they build the practices and techniques of teaching. As you move forward into the 4000 level, there are a higher number of adjuncts utilized**. These courses focus on learning methods of instruction drawing upon 3000 level study. Since many of the courses are subject and certification level specific, adjuncts are often utilized that have K-12 teaching experience in the subject area taught. In all courses at the 3000 and 4000 level, a full time faculty member is designated as a "lead faculty" for each core program course. Lead faculty regularly coordinates and collaborates with adjuncts to ensure consistency among courses and the meeting of program goals.

Table 7. TEDU Program course offerings by faculty type, level, and term									
			Fall 2015			Spring 2016			Grand Total
Subject	Course Level	Course number	REG FAC	ADJ FAC	Total	REG FAC	ADJ FAC	Total	
EDUC	1000 Level	1515	3	4	7	3	3	6	13
		Total	**3**	**4**	**7**	**3**	**3**	**6**	**13**
	2000 Level	2241	2	4	6	2	4	6	12
		Total	**2**	**4**	**6**	**2**	**4**	**6**	**12**
	3000 Level	3000	1		1	1		1	2
		3101	2	1	3	2	1	3	6
		3105	2		2	2		2	4
		3200	2	1	3	2	1	3	6
		Total	**7**	**2**	**9**	**7**	**2**	**9**	**18**
	4000 Level	4110		3	3		3	3	6
		4120		2	2		2	2	4
		4150	3		3	3		3	6
		4600	1	3	4	1	3	4	8
		4601		1	1		1	1	2
		4605		1	1	1		1	2
		4606		1	1		1	1	2
		4607		1	1		1	1	2
		4608					1	1	1
		4610	1	2	3	1	2	3	6
		4990		1	1		1	1	2
		4991		3	3		3	3	6
		Total	**5**	**18**	**23**	**6**	**18**	**24**	**47**
	Total		17	28	45	18	27	45	90
Grand Total			17	28	45	18	27	45	90

General studies contributions by faculty are varied spanning all categories. Table 8 below represents institutional data for the past academic year. Overall, 28 courses were offered with 14 per term by full time faculty. As a whole, **faculty embraces the institution's general studies program**. Many of the courses relate to education topics serving both program and non-program students. Examples include GSS 1044 *Diversity Issues*, GAH 2330 *Theory and Practice of Language*, and GIS 3208 *Education*: *Shadows & Realities*.

Table 8. General Studies Courses offer for Fall 15 & Spring 2016							
			Fall 2015		Spring 2016		Grand Total
Subject	Course Level	Crse number	REG FAC	Total	REG FAC	Total	
GAH	1000 Level	1360			1	1	1
		Total			1	1	1
	2000 Level	2330	1	1			1
		Total	1	1			1

	3000 Level	3330			1	1	1
		Total			1	1	1
	Total		1	1	2	2	3
GEN	2000 Level	2126			2	2	2
		Total			2	2	2
	Total				2	2	2
GIS	3000 Level	3190	1	1			1
		3208	3	3	3	3	6
		Total	4	4	3	3	7
	Total		4	4	3	3	7
GNM	1000 Level	1124	2	2	2	2	4
		1800	1	1			1
		Total	3	3	2	2	5
	2000 Level	2257			1	1	1
		2800			1	1	1
		Total			2	2	2
	Total		3	3	4	4	7
GSS	1000 Level	1044	1	1			1
		1062	1	1	1	1	2
		1072	3	3			3
		Total	5	5	1	1	6
	2000 Level	2800			1	1	1
		Total			1	1	1
	3000 Level	3169	1	1	1	1	2
		Total	1	1	1	1	2
	Total		6	6	3	3	9
Grand Total			14	14	14	14	28

Course Releases & Overload

Institutional data provided does not include data on faculty's individual course loads. In general, based on what I've been exposed to as Coordinator, **TEDU faculty rarely takes course releases**. This is largely due to the size of the program and demand to cover courses. As noted earlier, many faculty noted as "TEDU" actually teach in both the TEDU and MAED program. For this reason, many teach a blend of SOE courses in addition to fitting in other courses such as General Studies, Freshmen Seminars, Transfer Seminars, etc. In cases where a faculty member is eligible for a course release, faculty often elect to take overload pay instead. As a whole, a large portion of faculty maintains full loads and often overloads every term. **Though faculty are paid for the additional work, often times faculty are spread thin and are challenged to find the time needed to maintain their service and scholarly duties.**

Note: *The Dean has been asked to comment further in this area since this does not fall within my responsibilities as coordinator*. See Dean's Reflections and Look Ahead section.

Faculty Precepting

Precepting is an important aspect of the TEDU Program. It is also **unique since our program handles concentrations from 16 different possible paths**. Each concentration is unique offering paths for elementary, secondary, or K-12 certification and must be aligned to state licensure guidelines. With nearly 600 students in our program as of Spring 2016, all SOE faculty contribute. **On average, each faculty member is responsible to precept 54-69 students**. In some cases, the precepting load is a blend of graduate and undergraduate students since faculty teach in both TEDU and MAED/MAEL. Over the past year, associated faculty has contributed to precepting due to rising enrollments. Currently each associated faculty paired with about 8-11 students each. Below is a look at precepting load by faculty member based on advising data for Fall 15 to provide some overall context on load by faculty member.

TEDU Faculty Precepting Load for Fall 2015
Boakes- 54
Caro- 55
Cleveland- 55
Cydis- 51 out of 56 total
Haria- 35 out of 66 total
Lebak- 33 out of 67 total
Meyers- 29 of 68 total
Spitzer- 42 out of 63 total
Tinsley- 53
Tracy- Bronson- 40 out of 69 total
White- 60

Associated TEDU Faculty
Ackerman- 10 out of 29 total
Harvey- 8 out of 26 total
Lee- 8 out of 21 total
Marchetti- 9 out of 20 total
Sharp- 11

The precepting process itself is extensive for the TEDU Program. Not only are faculty checking courses, they are also checking for items unique to the TEDU Program that are not necessarily captured on a CAPP such as required documents and assessments, the tracking and earning of middle school endorsements, and helping students navigate the field-based school visits within their schedules. Additionally, the TEDU Program utilizes a permit system to ensure students have the necessary prerequisites and steps met before they can register for the next series of classes. To assist with the process, the TEDU Program has developed a specialized set of advising documents for faculty and utilized shared precepting rooms where faculty can work together while meeting with preceptees. Additionally, a 2 ½ hour meeting is held each term to update faculty on precepting items of importance. Overall the time commitment is high with many faculty filling precepting days with back-to-back appointments. To make sure students receive the advising they need, especially as they near the student teaching term, permits are not issued until this meeting takes place.

Beyond formal precepting days, faculty advises actively in their courses and through informal interactions with students outside of class. This is especially true as students complete the teacher certification courses that lead to student teaching. Advising can also include non-academic matters including professionalism and disposition as future teachers.

As a whole, **precepting responsibilities for faculty are high**. It is **particularly challenging for associated faculty that do not necessarily teach in the program and do not participate in TEDU program meetings**. However, the TEDU Program does so to balance the precepting load of faculty within SOE. Along with full time faculty, the TEDU

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Program employs a full time advisor. The full time advisor serves as the first point of contact for students and handles the majority of admission items. This assists in managing the large population of students. Due to rising demand, an additional instructor for the TEDU Program has been hired for next year that will work alongside our full time advisor. This will help to reduce the burden of precepting for faculty though loads will remain in the 50-60 preceptee range.

Faculty Activity for 15-16

Faculty of the TEDU Program is active in many ways beyond teaching. To determine to what extent faculty contributed to the areas of scholarship and service, each was asked to summarize their contributions for the past academic year. Listed below is a frequency of activity reported over the last academic year. Following this is a detailed list of reported activities by faculty member.

Publications
Referred Journal/Chapter/Book- 14
Proceedings/other- 3

Presentations
Local/State- 5
National/International- 19
Service
University- 32
School/Program- 18
Community- 9

Grants
Internal (PI)- 8 (1 not funded)
External (PI)- 6 (1 not funded)

As a whole, the **TEDU Program has been very active in terms of scholarly pursuits including publications & presentations.** Notable is the number of national/international venues often within individuals' specialty areas. **Service is equally diversified with faculty showing a willingness to contribute at all levels.** Institution level work includes such positions as Faculty Senate, Faculty Review Committee, and ELO Steering Committee. In terms of School/Program, some items go unmentioned since they are a regular part of faculty's role. One item of particular importance is the program meetings that occur at least monthly along with two one to two day retreats for both MAED and TEDU. Some faculty must attend meetings for both programs since they contribute to more than one. Also, all tenured faculty serve on the Program Review Committee (PRC). There is some variation in depth of contributions by faculty member so a detailed list is provided by faculty member. **In a few cases, faculty did not submit their activities so they are absent from the report.** (Individuals with no submission are noted.)

Faculty Activity Listing by faculty member

Norma Boakes

- Publication
    - Boakes, N. (2015). Researching the intersection of Origami, mathematics and art. *Symmetry: Culture and Science, 26(2), 227-242.*Invited- thematic issue on symmetries in Origami
    - Proceedings- Boakes, N. (2015, July). *Integrating Origami art with mathematics in a college general studies course.* Paper presented at the Bridges 2015 Conference on Mathematics, Music, Art, Architecture, and Culture, Baltimore, MD. Retrieved from: http://archive.bridgesmathart.org/2015/index.html
- Presentation

- o Boakes, N. & Boakes, E. (2016, June 2). Origami Day. Origami instruction sessions for Cedar Creek High School (179 students in Geometry, Honors Geometry, & AP Calc courses). Library, Cedar Creek High School, Galloway, NJ. (Full day with 40 minute sessions for all 8 periods)
  - o Boakes, N. (2016, May 24). Having fun with math and Origami. Origami experience for Pleasantville School District's Leeds Avenue School (80 fifth grade students). Townsend Residential Life Center, Stockton University, Galloway, NJ. (1-hour hands-on session)
  - o Boakes, N. (2016, April). *Seeing is believing- Using video reflection techniques to strength instruction*. Session presented at the National Council of Teachers of Mathematics (NCTM) Annual Meeting, San Francisco, CA.
  - o Boakes, N. (2016, January). *Invited MAA Session on Origami in the Mathematics K-12 Classroom Part 1- My journey from classroom teacher to university professor in a preservice teacher program: using Origami as a tool for improving core math understandings in local and overseas classroom*. Paper presented at the 2015 Joint Mathematical Meeting of the Mathematical Association of America (MAA), Seattle, WA.
  - o Boakes, N. (2015, July). *Integrating Origami art with mathematics in a college general studies course*. Paper presented at the Bridges 2015 Conference on Mathematics, Music, Art, Architecture, and Culture, Baltimore, MD. Retrieved from: http://archive.bridgesmathart.org/2015/index.html
- Grants
  - o Internal
    - Co- PI for Next Gen Robotics for Southern NJ- Scholarship of Engagement ($6000)
    - Co- PI for Theragami: Origami Therapy for Seniors- SCOSA ($3,000)
    - PI for Improving Mathematical Practice by Empowering Maseru Mathematics Teachers to become Resource Teachers ($2,530)
  - o External
    - Co-PI for the Building Teacher Leadership Capacity to Support Beginning Teachers Grant (Yr 1)- $200,000 grant funded by the New Jersey Department of Education.
    - Grant faculty for the Stockton Coastal Consortium grant project faculty (Yr.3)- Grant funded by the Mathematics and Science Partnership Grant of the New Jersey Department of Education.
- Service
  - o University
    - At-large Faculty Senate member
    - Stockton STEM Collaborative Steering Committee & Faculty Associate
    - QUAD Taskforce Committee member
  - o School/Program
    - Program Coordinator (elected)
    - Co-chair of Program Review Committee
    - EdTPA pilot program faculty
    - Search Committee Chair- Instructor of TEDU
    - Taskstream Program- oversight and training
    - College supervisor trainer
    - Orientation & open houses (all)
  - o Community
    - Association of Math Teachers of NJ Executive Committee Member
    - New Jersey Association of Colleges for Teacher Education (NJACTE) Member
    - National Council of Teachers of Mathematics 2015 Regional Conference (AC, NJ) Program Chair
    - Council for the Accreditation of Educator Preparation (CAEP) Auditor
    - George Hess Educational Complex Schoolwide Planning Committee member, Hamilton Township, NJ

Ron Caro

- Presentation/publication
  - Caro, R. A., & Harvey, D. (2016, March). Developing Preservice Teachers Technology Integration skills using TPACK. *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 2592-2597). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
- Service
  - University
    - Stockton Veteran Advisory Board member
    - Technology & Media Committee member
  - Community
    - Atlantic County Veteran Advisor Board
    - Teacher Training with a Mission- Director (see section on community engagement for details)

Darrell Cleveland- not submitted

Susan Cydis

- Publications
  - **Cydis, S.** (2016, under revision). Designing Instruction with a focus on Essential Learning Outcomes, approval of pre-submission inquiry received by *The Journal of University Teaching and Learning*.
  - Hood, C. L., **Cydis, S**. Holtzman, D., Meyers, S. (2016, under review). Implementing Essential Learning Outcomes across a Mid-Sized Public Institution: Benefits of a Deliberative Process, *The Journal of Teaching and Learning Inquiry*.
  - **Cydis, S.,** Galantino, M., Hood, C., Padden, M., Richard, M. (2016, under review). Integrating and Assessing Essential Learning Outcomes: Syllabus and Formative Feedback, *The Journal of Excellence in College Teaching.*
- Presentation
  - Meyers, S., **Cydis, S**. & Haria, P. (2015). The Coaching Partnership: Professors and Middle School Teachers Collaborating in Inclusive and Multicultural Settings. *Proceedings of the 13th Biennial Conference of the International Association of Special Education,* Vancouver, B.C., 133-134.
- Service
  - College-wide
    - ELO Steering Committee Member
    - E-Portfolio Task Force Member
    - Academic Programs and Planning Committee Member
  - School/Program
    - EdTPA Pilot Project
    - TEDU Instructor Search Committee
    - Sub-committee for CAEP alignment & assessment
    - Reading/Language Arts Lead for the Teacher Education Program
- Grants
  - Education Research and Professional Development Award ($5800), "Integrating and Assessing ELOs" – Stockton University, 2015
  - Integrating Technology and Engagement Through E-Learning Grant Award ($1000) – "Competency-Based Education" – Stockton University, 2015

Priti Haria

- Publication

- o Johnson, S. & **Haria, P**. (2015). Effects of an Ipad-based collaborative instruction on first graders at-risk for reading delays. International Journal of Technology and Inclusive Education (IJTIE), 4(2), 645-649. The acceptance rate is not known.
  - o Meyers, S., Cydis, S., & **Haria, P**. (2015). A partnership between professors and middle school teachers to improve literacy skills of adolescents: A pilot study. Reading Improvement, 52(4), 547-557. The acceptance rate is 48%.
- Presentation
  - o **Haria, P.,** Maynard S., McGinnis, P., Slusser, M., Galantino, M., & Padden, M. (2016). *Establishing interprofessional teams to develop and implement comprehensive assessment and intervention plans across the borders.* Presentation at the 2016 Division of International Special Education Services (DISES), Managua, Nicaragua
  - o **Haria, P**. & Johnson, S. (June 2015). *The effects of interdisciplinary collaborative approach on at-risk elementary students' beginning reading skills*. Paper presented at the 2015 International Association of Special Education (IASE), Wroclaw, Poland.
  - o **Haria, P.,** Koch, A., & Conover, J. (June 2015). *Examining effectiveness of genre-specific comprehension strategy for students with learning disabilities*. Sixty-minute presentation at the 2015 International Association of Special Education (IASE), Wroclaw, Poland.
- Service
  - o Sub-committee for CAEP alignment & assessment- developed an e-portfolio program rubric w/Susan Cydis
  - o Title IX Campus Climate Survey Committee member
  - o Scholarship Foundation Committee member
  - o Steering Committee for Accessibility- 504/ADA Compliance member
- Grants
  - o External
    - NSF Grant (*not funded*)- In Winter 2016, Matthew Bonnan, Jason Shulman and Melissa Zwick from NAMS and I collaboratively wrote a proposal to submit for external grant to the National Science Foundation (NSF)- for a project named, "IOS Preliminary Proposal: RUI: How Well Does Bare Bone Shape Predict In Vivo Bone Motion? Implications for Reconstructing Fossil Tetrapod Locomotion." The goal of the project is to find out how well lizard forelimb bone shape predicts in vivo bone movements. Additionally, our broader focus for this project is to bring real-world science experience to elementary school-age students to encourage their curiosity and interest in scientific inquiry.
  - o Internal
    - 2020 Proposal (*not funded*)- In Fall 2015, Interprofessional Education (IPE) Team (Dr. Patricia McGinnis, Dr. Margaret Slusser, Dr. Sarah Maynard, Dr. Marylou Galantino and Dr. Mary Padden) and I submitted a 2020 proposal for a project named, "Establishing Stockton's Center for Interprofessional Education (SCIPE)." The aim of this project is to coordinate an interdisciplinary faculty team to conceptualize and actualize IPE opportunities for students throughout the University and create a center to provide a clinical setting for our students.

Kim Lebak

- Publication
  - o Lebak, K. (2016). Unpacking the complex relationship between beliefs, practice, and change related to inquiry based instruction of one science teacher. *Journal of Science Teacher Education*.
- Presentation
  - o Lebak, K. (2016, April) Does participation in video-supported collaborative reflection change teacher practice? *American Educational Research Association* (AERA). Washington DC.

- o Lebak, K. (2016, April) Using On-Line Video Clubs to Notice and Analyze Formative Assessment Interactions. *American Educational Research Association* (AERA). Washington DC.
  - o Pine, C., Kirova, D., Rand, M., **Lebak, K**. & Kuder, J. (2015, December). Strengthening Our Core: Collaborating to Improve Formative Assessment. Learning Forward, Washington DC.
- Service
  - o Institution
    - Faculty Review Committee
    - R&PD Committee
  - o School/Program
    - MAED Director
- Grants
  - o **Lebak, K.** & Boakes, N. (September, 2015-September, 2016) Building Teacher Leader Capacity in Beginning Teachers. NJDOE funded grant. $200,000.
  - o Lebak, K. (October, 2013-August, 2015) Stockton College Assessment Literacy Exploration. Principle Investigator. NJDOE funded grant. $646,948.00

Shelly Meyers

- Publication
  - o Meyers, S., Cydis, S. & Haria, P. (2015). A partnership between professors and middle school teachers to improve literacy skills of adolescents: A pilot study, Project Innovation: Reading Improvement, 52 (4), 147-158.
  - o Meyers, S. & Lester, D. (2016). An attempt to change college students' attitudes toward individuals with disabilities, *Comprehensive Psychology*, 2016: (5):1-7. DOI: 10.1177/2165222816648076
- Presentation
  - o Meyers, S. (April 21, 2016). *Examining Interactive and Metacognitive Processes in Student Learning: Findings from a Hybrid Instructional Environment.* Online Learning Consortium Annual Conference, New Orleans, LA.
  - o ELO Fellowship 2016
  - o Meyers, S. (2015). Teacher and Faculty Collaboration to Improve Academic Performance of Students with Disabilities: A Case Study. *Proceedings of the 14th Biennial Conference of the International Association of Special Education,* Wroclaw, Poland, 33-34.
- Service
  - o General Studies Committee
  - o Freshman Seminar Committee
  - o Freshman Reading Selection Committee
  - o Faculty Senate Policy Committee-Chair
  - o Faculty Senate Member at Large
  - o ELO Graduate Requirement Committee
  - o ELO Steering Committee
  - o ELO E-Portfolio Committee
  - o Out of Program Mentor
  - o SOAR
  - o Learning Access Program Selection Committee
  - o Graduation Speaker Selection Committee
  - o Co-Advisor for Education Society
  - o Membership Advisor for Delta Phi Epsilon Sorority

John Quinn- not submitted

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Lois Spitzer

- Publication
  - Spitzer, L and Negrin, J. (accepted-2016, summer) Growing Your Own: Strategic Partnerships between District and University. *NJTESOL-NJBE VOICES Newsletter*, 44, 5.
- Presentations
  - Spitzer, L. & JY Zhou. (2016, June). *Constructing an Institution's Capacity for Global Learning.* 2016 NAFSA Conference, Denver, Colorado.
  - Spitzer, L. & JY Zhou. (2016, February). *A Strategic Approach to Strengthening and Centralizing Comprehensive and Institutional Commitment to Internationalization.* 2016 AIEA Conference, Montreal, Canada.
  - Spitzer, L, Zhou, J., (2016, April 1*). Constructing Stockton's Capacity for Global Learning.* Presentation, Stockton University Day of Scholarship.
  - Spitzer, L. (2015, November). *Culturally Responsive Teaching: Meeting the Needs of All Students.* NJEA, Atlantic City, New Jersey
  - Spitzer, L. (October 2015, April 2016). Stockton Global Lecture Series. *Language and Global Culture: Is one language enough for a global culture?*
- Grants
  - 2015-2016 NJDOE Teacher Professional Development in Sheltered English Instruction Program Grant,
  - Co-author and Project Director, awarded $40,000 to train (50) K-12 teachers strategies to better serve ELLs in their classes.
  - Provost's Faculty Opportunity Grant, awarded $976 to attend NAFSA conference
- Service
  - EDUC representative -Faculty Senate
  - Member-Global Perspectives Committee
  - Member-Office of Global Engagement Advisory Board
  - Member-EDUC PRC
  - Alternate-FRC
  - Faculty Member-Global Studies Minor
  - Proposal Reviewer and Annual Conference Poster Session Co-Chair- NAFSA (Association of International Education)
  - Conference Coordinator- NJTESOL/NJBE Annual Fall conference

Ronnie Tinsley- not submitted

Chelsea Tracy-Bronson

- Publications
  - Causton, J., & **Tracy-Bronson, C.P.** (2015). *The educator's handbook for inclusive school practices.* Baltimore, MD: Paul H. Brookes.
  - Causton, J., **Tracy-Bronson, C.P.**, & MacLeod, K. (2015). Beyond treats and timeouts: Humanistic behavioral supports in inclusive classrooms. *The International Journal of Whole Schooling.*
  - Theoharis, G., Causton, J., & **Tracy-Bronson, C.P.** (Accepted January 15, 2015; Publication Date-currently pending). *Inclusive reform as a response to high-stakes pressure?: Leading toward inclusion in the age of accountability.* Manuscript accepted to NSSE (National Society for the Study of Education), an annual yearbook published with *Teachers College Record.*
- Grant
  - Tracy-Bronson, C.P. (2016). Research and Professional Development Grant. *District-Level Inclusive Special Education Leadership.* Funded $3,045. Internal Research Grant at Stockton University.

- Presentations
  - Tracy-Bronson, C.P. (2016, June). *Inclusive Special Education: Legal Rights and Practical Educational Advice*. Presentation at the New Jersey Coalition for Inclusive Education. Montclair, NJ.
  - Tracy-Bronson, C.P. (2016, June). *District-level Inclusive Special Education Leadership: Moments of Advocacy Grounded in Social Justice and Educational Equity*. Paper presentation at the Disability Studies in Education Conference. Des Moines, IA.
  - Tracy-Bronson, C.P. (2016, April). *District-level Inclusive Special Education Leadership: District Policies and Procedures Leaders Construct to Improve Inclusive Education Practices*. Paper presentation at the Pacific Rim International Conference on Disability. Honolulu, HI.
  - Tracy-Bronson, C.P. (2016, April). *Inclusive Related Service Provision: Perspectives of Practitioners*. Paper presentation at the American Education Research Association Meeting. Washington, D.C.
  - Tracy-Bronson, C.P. (2016, April). *District-level Inclusive Special Education Leadership: District Policies and Procedures Leaders Construct to Improve Inclusive Education Practices.* Paper presentation at the American Education Research Association Meeting. Washington, D.C.

Margaret White

- Publication
  - Schaffer, C., White, M., and Brown, C. (2016). Questioning assumptions and challenging perceptions: Becoming an effective educator in urban environments. Lanham, MD: Rowman & Littlefield Publications.
  - White, M., Meredith, C., Byrne, L. Viator, M. and Ricchezza, L. (2013). "Transforming single story perceptions of urban education: Lessons from Rowan's urban teacher academy (RUTA)". Accepted for publication to The Educational Forum for peer review. (April 2016).
- Presentation
  - White, M., Schaffer, C. & Brown, C. (February, 2016). A tale of three cities: Defining urban schools within the context of varied geographic areas. Presentation at the 2016 Association of Teacher Educators annual conference. Chicago, IL
  - Schaffer, C. White, M., & Brown, C. (October 2015). (Re)Examining the image of urban schools. Workshop presentation at Kappa Delta Pi International Honor Society in Education's Biennial Convocation, Orlando, FL. (Double blind review)
  - White, M., Hennessy, B. (October 2015) The Atlantic City urban immersion program. Presentation at Kappa Delta Pi International Honor Society in Education's Biennial Convocation. Orlando, FL.
  - Keynote Speaker for Day of Scholarship: A tail of two grants; Developing a multi-stage project. (April 2016).
- Grants
  - Provost's Professional Development in Faculty Precepting grant ($2,000). Funding will support the teacher education program's institution of a new video-based portfolio designed to track career readiness in K-12 teaching.
  - Research and Professional Development of Community Engagement grant to begin the foundational research on bringing the Urban Teacher Academy to Stockton ($5,800)
- Service
  - University
    - At-Large Senate member
  - School/Program
    - EdTPA Pilot Program- Organized and implemented; funded by Provost PD fund (noted above)
  - Community
    - Urban Teacher Academy- Organizer, recruiter and instructor of program funded by Stockton University. Academy is designed for high school students interested in a career in education that took place in summer 2016. High School students attend a program, at no cost to them, to gain a

greater understanding of urban students, and an orientation to Stockton's teacher education program.

Associated faculty.... Joe Marchetti (EdD & MAEL), George Sharp (EdD & MAEL), Amy Ackerman (MAIT), Jung Lee (MAIT), & Doug Harvey (MAIT). See main program designation for details on faculty activity.

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Students

Discuss the program's student population.

Refer to the data supplied by Institutional Research to examine student demographics in relation to goals regarding program recruitment, retention in the program/major, and degrees granted as well as curriculum design and broad appeal, if relevant. Please note: Only demographic information reported through Institutional Research is required for this report.

In addition, reflect on the ways in which the program serves transfer v. Stockton students, major and minor students/students in other programs.

As all students take General Studies courses, you can also inspect students' choices of General Studies courses and, if applicable, the overall offerings in content areas relevant to program students' personal interests, professional and educational goals, and career objectives.

Please remember to copy and paste any community engagement activities included in this section of the report into the "Community Engagement" section.

Please also remember to copy and paste any diversity comments/program activities included in this section of the report into the "Diversity" section.

Student Population

Student population for the TEDU Program is a challenge based on the institutional data. **As a post-BA degree program, data in Tableau represents only a small portion of the TEDU population that elect to earn the optional BA in Teacher Education.** For this reason, the Tableau data was not utilized for this section of the report. To get a more accurate idea of the student population for TEDU, internal data sources were consulted through the Stockton Discoverer system. The TEDU completer data for 14-15 is an official record of all students completing the TEDU Program and earning their teacher certification and/or endorsement that was utilized also for mandatory annual state and accreditation reporting. In addition, the TEDU Program has several Discoverer reports that allow us to track TEDU interest. The TEDU Rewrite report within rscrep that focuses on students identifying an interest upon entry at Stockton was consulted. Results are presented in Table 9 below. In this report, there may be instances where students indicate an interest (through an attribute assigned when they apply to Stockton) but then later elects to not pursue teacher education. For this reason, the numbers are somewhat higher than those reported in Tableau by major and concentration.
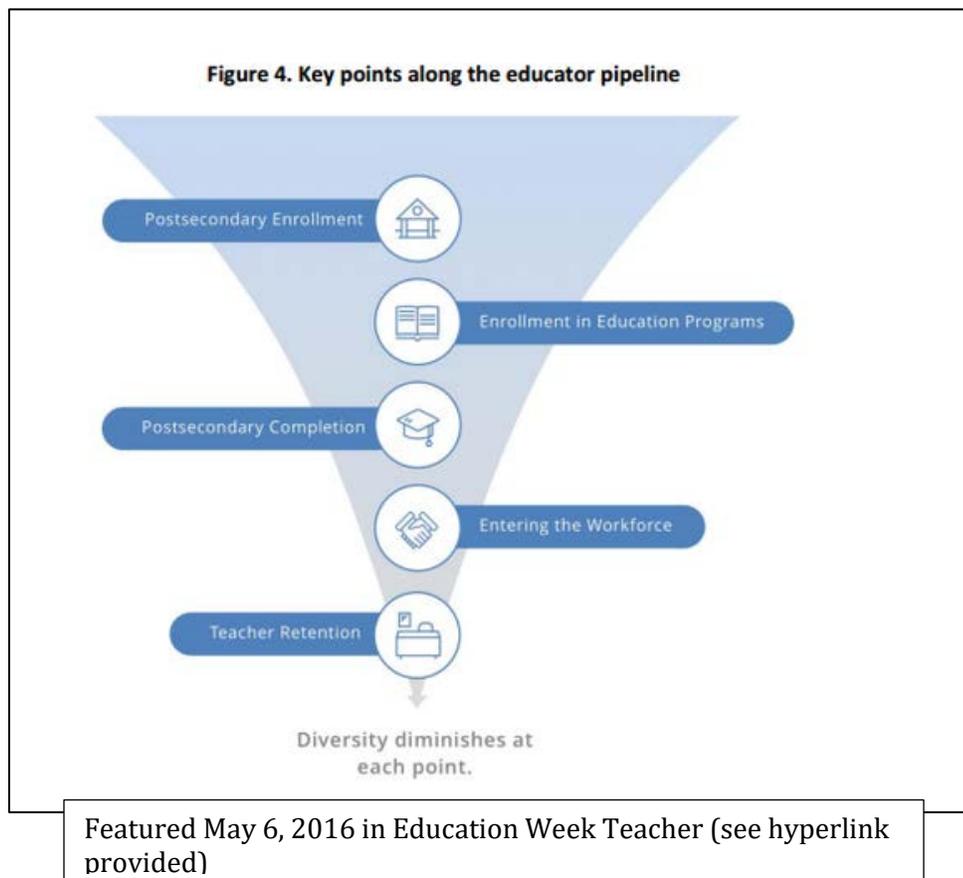
Table 9. Gender and Ethnicity/Race Breakdown for completers & "pipeline" students					
	TEDU Completers 14-15	**% Completers**	**TEDU "Pipeline"* as of Spring 16**	**% Pipeline**	**Stockton University for Spring 2015****
Gender					
Male	20	20%	229	25%	59%
Female	81	80%	691	75%	41%
Ethnicity/Race					
Caucasian/White	92	91%	716	78%	72%
Asian	2	< 1%	26	3%	5%

African American/Black	1	< 1%	49	5%	6%
Hispanic/Latino	1	< 1%	93	10%	11%
More than 1 race	1	< 1%	24	3%	3%
Not specified or unknown	4	4%	12	1%	1%
*TEDU "Pipeline" drawn from TEDU Discover Report (rscrep- TEDU Rewrite for Spring 16) ** Institution data drawn from http://intraweb.stockton.edu/eyos/page.cfm?siteID=54&pageID=35					

A review of data shows that the TEDU Program reflects a heavy female population. This is not uncommon to the field of education where rates of female teachers tend to be higher. In terms of ethnicity and race, our TEDU completer group is predominately Caucasian/white. However, data on the full population of Stockton students with interest in TEDU was more comparable to the University with similar percentages for all categories. As a whole, **the large number of students interested in TEDU tends to dwindle down to a much smaller cohort by the time the TEDU Program is completed**. This occurrence is not unusual for educational preparation programs and may be the result of the many academic requirements mandated by the state. The US Department of Education reported that **diversity is decreasing in the teaching pipeline across the United States**. The graphic below was featured in Education Week online and provides a powerful visual of why it's likely the TEDU Program demographics decrease rapidly from entry to exit of Stockton.

Figure 4. Key points along the educator pipeline

Postsecondary Enrollment

Enrollment in Education Programs

Postsecondary Completion

Entering the Workforce

Teacher Retention

Diversity diminishes at each point.

Featured May 6, 2016 in Education Week Teacher (see hyperlink provided)

A feature article in a recent US News and World Report in April 2016, reported similar issues identifying the multiple, costly testing requirements narrowing the potential pool of diverse novice teachers. This has been something that the TEDU Program has experienced with many **students simply not able to qualify for the program due to low GPAs and inability to meet the Praxis test requirements**.

Overall, the TEDU Program values diversity of our students and recognizes its importance particularly in the field of education. We further recognize the challenges that can potentially reduce our student population. With that the case, the program **has instituted actions to provide supports to struggling students**. These include:

- Providing detailed information including course options on program CAPPS to help students select appropriate courses that will properly prepare them for Praxis tests
- Designing and coordinating the offering of courses that target Praxis content such as GNM 2237 Scientific Inquiry and EDUC 1151 Praxis Mathematics
- Providing guidance to students showing an interest in TEDU early in their studies at Stockton through precepting, open door advising available by appointment, and web-based advising information including links to resources.
- Offering dual enrollment high school courses in teaching to attract students in the field of education and educate them early regarding the importance of academic performance
- Supporting programs that build interest in teaching careers with K-12 populations through such programs as the Urban Teacher Academy (see Diversity section)

As we move into the next year, **the TEDU Program will continue to work with the institution to determine in what ways we can support the retaining and building of a diverse student population that are capable of meeting rising academic requirements of teacher certification**.

Transfer Student Population

The TEDU Program is a very transfer-friendly program. To show to what extent we take and work with students from other institutions, I reviewed TEDU data sources including our most recent group of program completers and TEDU pipeline students who indicated an interest in education at entry to Stockton presented in Table 10 below. In both cases, **we have a large percentage of students transferring credits**. In terms of program courses, we allow all pre-professional courses to be transferred in (as many as 24 credits). This is important for students who come from community colleges with an Education Option Associate's Degree.

When it comes to earning a degree, the TEDU Program does not directly govern transfer courses and how they count in a BA program with the exception for two degrees, LIBA and LASS. These degrees are housed within GENS but are maintained by SOE since the degrees were designed to provide students seeking elementary teacher certification with a blend of courses in the four main content areas (math, science, social studies and language arts). For these degrees, we offer a great deal of flexibility and allow content area courses from other institutions to transfer into their program courses.

Table 10. Transfer credit frequency for TEDU students		
Total number of transfer credits	**TEDU Completers for 14-15**	**TEDU Program "Pipeline" as of Spring 2016**
0-20 credits	35 (35%)	452 (49%)
21-63 credits	16 (16%)	190 (21%)
64-95 credits	41 (41%)	278 (30%)
96 credits or more	9 (9%)	33 (<1%)

Another way we **serve our transfer population is through the TEDU Program advising structure**. We maintain a full time time staff member whose main role is to work with students including our high transfer population. This staff member collaborates with our neighboring community colleges working with their advising personnel to ensure students a smooth transition to Stockton. **The TEDU Program is also in the beginning stages of establishing formal**

Academic Program Annual Report Template

partnerships with interested community colleges through the NJ Department of Education's Community College Pilot Program. This program seeks to have 4-year institutions with teacher prep programs partner with 2-year institutions to develop paths students can take to earn a degree and teacher certification.

Recruitment, Retention & the Future

Overall, the **TEDU Program has grown a great deal over the last few academic cycles**. This has had a great deal to do with the redesign of how the TEDU Program is handled at our institution. With education specific concentrations identified in multiple majors, many more students are electing to attend Stockton. We have grown well beyond what used to be only one possibility, the second degree path (EDUC in chart). Below, in Table 1 (used earlier in the report), enrollment by concentration from Tableau for the last 3 academic cycles is presented. T**he TEDU program has worked collaboratively with every one of these majors to articulate clear certification paths including developing curricular materials and advising information to support interest in teacher education.** We worked with admissions to advertise concentrations and developed tracking methods to allow us to determine our student population and monitor their program at Stockton. The establishing of multiple preceptors has also been a tool for the TEDU Program so students who seek teacher certification in the varied concentration options receive the assistance they need.

Table 1. Enrollment by Program in Education Concentration						
Program	**Fall 2013**	**Spring 2014**	**Fall 2014**	**Spring 2015**	**Fall 2015**	**Spring 2016**	**Grand Total**
ARTS					2	2	4
BIOL			1	5	11	12	29
CHEM				1	3	5	9
EDUC*	74	63	67	59	54	40	357
ENVL					1	3	4
HIST	16	34	68	69	75	63	325
LCST	3	3	2	3	8	9	28
LIBA	27	67	141	163	212	225	835
LASS	7	18	35	45	48	45	198
LITT	17	29	46	45	60	59	256
MARS			2	2	5	6	15
MATH	9	29	44	44	60	58	244
PHYS		1	2	3	2	4	12
POLS	1			2	5	5	13
PSYC	38	79	99	99	105	86	506
SUST					1	1	2
Grand Total	**118**	**260**	**440**	**481**	**598**	**583**	**2837**
* This is a 2nd degree option only							

It is our goal over the next academic cycle to maintain a strong student population in TEDU. We will continue our articulation with all programs on campus and are likely to add a few new ones (ART and GEOL are both target areas as of the time of this report). However, **the TEDU Program will have to overcome a few challenges that are likely to impact our enrollment**. One of these challenges is the increased requirements on the TEDU Program. As a result of

recently adopted state code, our program is forced to add required clinical hours in schools and implement an additional testing requirement during student teaching. This comes after the state already raised the GPA requirement (from 2.75 to 3.0) and established mandatory cut scores on academic tests for entrance (SAT, ACT or Praxis Core).

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Curriculum

Please describe the program curriculum, reflecting especially on areas for growth, possible need for re-envisioning or recasting to connect with current trends in the field, interdisciplinary opportunities, design of tracks or concentrations if applicable, innovations, face-to-face and online/hybrid/low residency delivery methods and pedagogies, incorporation of ELOs and eportfolios into courses and the program, etc. Use the categories below to organize your reflection.

Please remember to copy and paste any community engagement activities included in this section of the report into the "Community Engagement" section.

Please also remember to copy and paste any diversity comments/program activities included in this section of the report into the "Diversity" section.

TEDU Curriculum

Discussion of curriculum works a little differently for the TEDU Program since it is a post-BA program. As noted earlier, you don't "major" in education at Stockton. You choose a liberal arts major and education accompanies it. In terms of our curriculum it is broken into three broad categories:
- Pre-professional courses- courses that may be taken at any time as part of students' BA degree
- Pre-requisite course- a designated course that serves as the formal admission point for students to begin their formal pedagogy and clinical courses
- Professional education courses- a series of pedagogy and clinical courses ending with student teaching

These three categories make up what is known as the TEDU Program. Students can take just these courses if they are a student already holding a BA degree. (Noted as EDUC on the major list within Tableau.) If students have not earned a BA yet, then students elect a major with an education concentration. In these majors, the requirements of the program are blended into the degrees**.**

Each concentration is uniquely designed to work within the existing requirements of a BA including program courses, cognates, at-some-distance, and general studies courses. In addition to ensuring that the TEDU Program requirements are met, we must also ensure that students meet the licensure requirements for their specific certification area. This too is built into all degree paths to ensure that students earn the required coursework mandated by the state for licensure.

To date, the **TEDU Program has negotiated with programs to establish 15 concentration options including 2 degrees we maintain, LIBA and LASS.** The LIBA and LASS degree are the newest of the degree options and were created to accommodate students who wish to become elementary school teachers. By nature of the design of certification, preparation requires students to demonstrate competency in the four main content areas (math, science, social studies and language arts). The two degree paths capture this structure and are developed to ensure students' breadth of knowledge in the four content areas. I often tell students it is a bit like a "sampling" of majors. Though a student can elect to major in any subject and earn teacher certification, a blended design suits elementary school teachers since you must have a strong foundation in many areas. **LIBA and LASS has proven to be an extremely popular option and is likely due to its very design.** It caters to what is expected of elementary school teachers and improves marketability through middle school specializations that can be easily earned within the confines of the degree design.

In terms of curriculum design, our intent with our structure is to align with our mission and goals. Each of the concentrations seeks to build students' content knowledge, pedagogical practices, and overall ability to work with and meet the needs of all learners in the K-12 environment. As part of this, **the TEDU Program monitors students'**

progress from entry to Stockton through admission to the professional education courses to their eventual exit of our program. We have several steps we take to do this and continue to develop new ways to do so. To give a general idea of how this is done, the chart below breaks down the main steps from entry to exit in TEDU and the major actions taken by TEDU to ensure students' progress appropriately. It also allows us to provide advice and council students that may struggle to meet the academics required of teacher candidates.

Freshmen & Sophomore level
- Support at orientation & registration for all concentrations
- Assigning of an EDUC preceptor
- Open advising times with a full time EDUC advisor
- Option of pre-professional courses, G and FRST courses offered by TEDU faculty
- Regular collaboration of TEDU Program faculty and administration with other programs to support students in varied concentration paths

Junior & Senior level
- Course offered to review all prerequisites and requirements for the TEDU Program (EDUC 3000- Gateway)
- Prerequisite GPA requirement to ensure students can meet state certification requirements with a waive option at entry for those students who are close to meeting state GPA requirements
- Permit-only courses once students meet prerequisites for entry to guarantee advisement at each stage of professional education courses leading to student teaching
- Program-wide policies regarding professionalism and behavior to ensure students have the necessary professional skills for teaching
- Full alignment of all professional education courses' syllabi to ensure that regardless of instructor students all receive the same level of preparation
- Formal remediation actions planned for students who do not meet set academic or professional requirements of professional education

All items described help to ensure students receive the guidance and support needed while fulfilling the requirements of the TEDU Program. This is a challenge for the TEDU Program since we have students spread among 15 different concentrations, each in a different major area. **An area we struggle with has to do with the requirements of the major area**. The major is housed and created by the faculty of that program. As such, the **TEDU Program does not have a direct say in the curriculum of the first degree** area with the exception of LIBA and LASS. When concentrations were created, we worked collaboratively with faculty of each program to design the path. However, the final say on what is deemed necessary is the decision of the major area. For this reason there is a wide variation in the number of credits and courses required among concentrations. These credits range on the low end from the minimum of 128 (LIBA & LASS) to a high end of upwards of 148 credits (LITT). **Generally, the majors in content areas tend to be the most challenging such as Literature, Historical Studies, Art, Math, and Sciences (CHEM, PHYS, BIOL...).** We monitor each our concentration paths and work with faculty on a regular basis particularly in these areas to help maintain and support interest in them. As you will see though in concentration counts over the last two years, we have seen a decline in some of the areas noted. What is not seen but often can occur is students change majors due to the rigor and demand of degrees. I have personally counseled students that were not able to meet the demands of majors such as MATH and HIST so elected to shift to a degree and certification with more flexibility like LIBA. As of now, the TEDU Program has no way to easily track this "slip" or shift that may occur. <mark>An institutional method to follow changes in major would be helpful to get a sense of how often majors change and the reason for them</mark>. (We require students to complete Change of Major forms. If this were done through a Stockton database it might be possible to track this and the reasons for the changes.)

An item of great importance that has a direct impact on curriculum is the **TEDU Program's actions to revise our courses in light of updated state code requirements for teacher certification programs**. Some of the mandates do

not impact Stockton since we already meet them such as the basic skills assessment requirements and GPA thresholds. Others require our program to change in order to meet them. The biggest elements without delving into a very lengthy state document include:

- **Requirement of a set number of clinical hours**- 225 by Fall 18 including 50 clinical experience, 80 clinical practice, and 100 clinical practice the semester prior to student teaching. Our program currently has 160 required. (The 160 hours we require is higher than many programs in the state but still is not enough to meet the new state code.)

- **Requirement of a portfolio-style performance based assessment, EdTPA, during student teaching**- We currently maintain a strong evaluation structure during the student teaching semester that was validated as part of our accreditation process. However, new policy will mandate the addition of the EdTPA by Fall 2017.

- **Addition of a full year final clinical experience (ie. student teaching)-** Code encourages wherever possible that student complete their final experiences, the 100 clinical practice preceding student teaching and student teaching in the same school.

- **Reduction of mandated courses within teacher certification programs**- Previous code mandated specific courses be a part of all programs such as study of adolescent children and special needs populations. Now due to mandated assessments like the EdTPA, the state has offered programs flexibility in designing a program that meets all needed knowledge, skills and dispositions that relate to state and national standards outlining teacher performance expectations.

The faculty, in response to new state code, has spent the past semester reviewing our required curriculum. The result of our work including two full day retreats held in June includes an **initial curriculum revision that meets items necessary to be compliant with state mandates**. We have also determined a long term action plan that will occur over the next two years to further review curriculum for other potential changes to guarantee compliance with state code requirements while meeting rising academic and professional requirements of novice teachers. Table 11 below outlines the major revisions made that will take effect in one academic year. **This shift includes the creation of a credit bearing course as well as the addition of credits where absolutely necessary (5 for secondary, 7 for elementary).** This was done with great care and mindfulness of the impact on students. Our intent is to balance these changes with potential curriculum changes in the future that can potentially reduce credits required elsewhere in the program while maintaining program quality.

Table 11. TEDU Program by Required Course Areas & Credits- Current & revised					
Semester	TEDU Program to date…. Courses & credits	# credits	Semester	TEDU Program as of Sept. 17…. Course & credits- updates highlighted	# of credits
Professional requirements	Diversity FSC (EDUC 1515) 4 cr Instruct Tech (INTC 2610) 4 cr Ed Students w/SpNeeds (EDUC 2241) 4 cr Intro to Psyc (prereq- PSYC 1100) 4 cr Educ Psyc (PSYC 3391) 4 cr Dev Psyc or equiv 4 cr	24	Professional requirements	Diversity FSC (EDUC 1515)4 cr Instruct Tech (INTC 2610) 4 cr Inclusive Learning in Education(EDUC 2241) 4 cr Intro to Psyc (PSYC 1100- prereq for other PSYC courses) 4 cr Educ Psyc (PSYC 3391) 4 cr Dev Psyc or equiv 4 cr	24
			Gateway Semester	Gateway (EDUC 2000) 0 cr	1

				All prerequisites met for TEDU entry to be issued permits for Clinical Experience (GPA, Crim, Praxis core or equiv, etc)	
			...		
Gateway semester	Gateway (EDUC 3000) 0 cr *Note: Gateway + all prerequisites met to move forward (GPA, Crim, Praxis core or equiv, etc)*	0	**Clinical Experience Semester**	Clinical Experience in Education (EDUC 3000) 2 cr	2
			...	*For permits into Introductory Semester, Praxis II for certification areas must be passed. A waive policy will be established to allow flexibility for those that are close to necessary scores (TBD).*	
Introductory semester	Intro FW (EDUC 3101) 2 cr Pract & Techniques (EDUC 3200) 4 cr Literacy Dev (EDUC 3105) 3 cr	9 elem 6 sec	**Clinical Practice Semester 1**	Clinical Practice in Education 1* (EDUC 3101) 2 cr Pract & Tech (EDUC 3200) 4 cr Literacy Dev (EDUC 3105) 3 cr	9 elem 6 sec
			...	*Praxis II must be passed for any waive students to move forward*	
Intermediate semester	Interm FW (EDUC 4600) 2 cr Curr & Methods Elem (EDUC 4610) 3 cr Methods LAL (EDUC 4110) 2cr Methods Elem Math (EDUC 4150) 2 cr Methods Secondary X (EDUC 460X) 4 cr Reading in Content area (EDUC4606) 2 cr *Note: Praxis II passed & 3.0 GPA to move forward*	9 elem 8 sec	**Clinical Practice Semester 2**	Clinical Practice in Education 2* (EDUC 4600) 2 cr Curr & Methods Elem (EDUC 4610) 3 cr Methods LAL (EDUC 4110) 2 cr Methods Elem Math (EDUC 4150) 4 cr Methods o Secondary X (EDUC 460X) 4 cr Reading in Content Area (EDUC4606) 2 cr	11 elem 8 sec
Student Teaching Semester	Student Teaching (EDUC 4990) 10 cr ST Seminar (EDUC 4991) 2 cr	12	**Final Clinical Practice Semester (Student Teaching)**	Final Clinical Practice* (EDUC 4990) 10 cr Clinical Practice Seminar* (EDUC 4991) 4 cr	14
Total credits		**54 elem 50 sec**		**Name change to align with NJDOE code language*	**59 elem 53 sec**

Long-term actions planned
- Review pre-professional courses in light of lessened mandates for specific courses to determine areas where we can reduce credits while maintaining needed foundational information
- Collect additional data in professional education courses to measure students' readiness related to the EdTPA assessment and teaching standards through a series of required assignments that are housed in a digital portfolio
- Use faculty fellows to review current diversity theme in program including inclusive education practices to identify potential areas for review/revision
- Develop and integrate an e-portfolio requirement at each level of the TEDU Program to track student progress at Stockton

The revision of the TED Program is likely to impact our student population. These are changes resulting from mandates and reflect the current tone of education at the state and national level. The academic and performance expectations for novice teachers in teacher preparation programs are on the rise and rigorous in nature. Though the intent of these shifts is to improve the quality of education for children, they come with unintended consequences and a heavy price for those who wish to have a career in education. This has included **a narrowing of the student population** that is able to meet the many requirements of teacher certification. The TEDU Program remains committed to our role. We will seek to balance mandates and requirements while maintaining a program that offers students quality preparation as a future teacher.

Portfolio Use in TEDU

The TEDU Program has begun to take steps to include a digital portfolio structure as part of our curriculum. We see the portfolio as a tool that can capture students' capacity beyond course grades and other formal academic measures that are mandated for teacher preparation programs. It will serve as an important outcome-based measure of our students.

The TEDU Program has worked over the past year to establish a portfolio system. Our system is product-oriented seeking to gather what we call "signature assignments". These signature assignments reflect major competencies identified as critical in the development of the knowledge, disposition, and skills of a future teacher. Each of the assignments is selected to align with state and national teaching standards as well as major competencies related to the new EdTPA performance assessment. In addition to the portfolio, a rubric is being constructed that serves as a way to measure level of competency. This rubric will align to standards and the mandated performance assessment.

Currently, all TEDU students in the professional education courses are asked to submit designated signature assignments. These assignments are housed in the web-based program, Taskstream, within a direct-response folio. In the next year we will seek to expand submissions to pre-professional courses and our prerequisite course for TEDU Program entry, EDUC 3000 *Gateway*.

As it stands, this is work in progress. The entire faculty is contributing to the process but it is a large undertaking. As Coordinator, I have taken on the responsibility of creating and maintaining the portfolio system. Two additional faculty were given overload compensation for developing the rubric to be used with the portfolio system. All faculty (PT & FT) in professional education courses have taken on the responsibility of ensuring a signature assignment is identified and submitted into the portfolio. Even with all the efforts thus far, progress has been slow with all faculty already having many other responsibilities. **With pressures rising to provide output-based measures of our students' capabilities as well as a new portfolio-like performance assessment, we are in need of additional supports to assist with the creation, maintenance, and review of the portfolio system.** Many teacher preparation programs across the state have a dedicated full-time position related to assessment and accreditation. We have no such structure and much of the formal data review & collection of accreditation work falls on the Program Coordinator and Dean.

Cross-Disciplinary/Intra-School Options

In this area, the **TEDU Program is by nature "cross-disciplinary".** Every concentration leading to teacher certification within existing major areas was made possible by blending our two programs together. For this reason, we value partnerships between programs and work closely with faculty to ensure a well-structured curriculum that prepares students for their future career.

Service Learning/Internships/Experiential Learning

For the TEDU Program, experiential learning is a built in part of a student's experience. As of this past year, every one of our students will benefit from 160 hours of work in K-12 schools AND a full semester student teaching experience. In total, students can have exposure to as many as three different school districts and multiple school personnel from teachers to administrators. Beyond required clinical experiences, students are encouraged to seek other opportunities to work with children. Many of our students serve as substitute teachers in school districts. Students are also encouraged to take advantage of service learning opportunities where they can work with school-age children. Data regarding service learning is not included within Tableau so I am unable to give specifics for our student population.

ELOs

The TEDU Program has begun to seek ways we can integrate ELO into our courses. Spearheading this effort has been several faculty involved in ELO development and curricular alignment. In Table 12 is a list of those faculty and the efforts they have made to utilize ELOs in their courses. Over the next academic year, the **TEDU Program plans to work in ELO alignment with our curricular review related to CAEP accreditation**. We have already begun an extensive curriculum mapping exercise for all program courses. It is our ultimate goal to have standards and measures articulated in all courses related to national teaching standards (InTASC), state teaching standards (NJPST), performance requirements for the new performance assessment of student teachers (EdTPA), and state-approved teacher evaluation model (Danielson Framework).

Table 12. TEDU Courses w/ELO Alignment for 14-15		
EDUC 2241- Educating Students with Special Needs (Haria)		
ELO focus	Related Assignments	Description
Critical Thinking Global Awareness Teamwork	• Disabilities Awareness Project • Anchor Assignment	• The students are given several opportunities in-class and through course assessments to deepen their understanding about ELOs. • The student's assessments that demonstrate integration of ELOs are uploaded via electronic portfolio (Digication- E-portfolio system; Blackboard E-portfolio) to show case the relevant use of ELOs in the classroom.
EDUC 3000 – Gateway NJ Tchg. Profession (Cydis, Haria)		
Ethical Reasoning Global Awareness Critical Thinking	• Teacher Behaviors Scenarios Assignment • Cultural Diversity Assignment • Reflective Statement	• Students work in collaborative discussion groups to analyze professional rapport and the demeanor of a skilled teacher, the impact of cultural diversity, and principles of culturally responsive teaching. (CT, ER, CT) • Students engage in critical thinking as they develop a written reflection of professional behaviors, cultural awareness and ethical behavior in the teaching profession. (CT, ER, CT)
EDUC 3101 – Introductory Fieldwork (Cydis, White)		
Program Competence Global Awareness Critical Thinking	• Contextual Factors Chart and Implications Essay • Cultural Autobiography	• Students analyze the contextual factors that impact the school district in which they have been placed for their introductory fieldwork experiences and engage in critical thinking as they develop a written statement that identifies the instructional implications of these factors. (PC, GA, CT) • Students collect data by providing, in bulleted form,

		evidence of characteristics of the community, school district, and school, and the source of the data/evidence (e.g., Internet site, school handbook) relating to each characteristic. (PC, GA, CT) • Students develop global awareness as they narrate, analyze and reflect on personal cultural backgrounds and consider the impact of their own experiences on the students they will teach. (PC, GA, CT)
EDUC 3105 – Literacy Development (Cydis, Haria)		
Program Competence Creativity and Innovation Critical Thinking	• Emergent Literacy e-Unit • Screencast Presentation of Emergent Literacy e-Unit • ELO e-Portfolio	• Students utilize creativity and innovation as they think critically about theoretical approaches to literacy development and develop a unit of instruction designed to promote literacy development in emerging readers. (PC, CI, CT) • Students develop a reflective statement communicating ELO competence. (PC, CI, CT) • Students develop an electronic portfolio highlighting program and ELO competence. (PC, CI, CT) • Student complete self-perception survey of ELO competence.
EDUC 3200 – Practices & Techniques of Teaching (Cydis)		
Program Competence Communication Skills Critical Thinking	• Lesson Plan Presentation • Lesson Plan Presentation/Reflection	• Students think critically about educational issues and revise understandings and perspectives as necessary to develop lesson plans that address the needs of students in the K-12 setting. (PC, CT) • Students create original lesson plans with a focus on cross-curricular subject areas to demonstrate essential concepts and foundational knowledge relevant to classroom instruction in the K-12 setting. (PC, CT) • Students demonstrate communication skills through meaningful and effective delivery of a lesson plan presentation to their peers. (PC, CS) • Students engage in reflective teaching practices through critical thinking and the development of a reflection paper based on peer feedback of a lesson plan presentation. (PC, CT)
GAH 2330/3330- Theory and Practice of Language (Spitzer)		
Global Awareness	• Journal assignments • Final Paper	• Majority of the topics are related to diversity and interconnectedness

Dual-Credit Courses

The TEDU program has spent the last three years working towards the offering of dual-credit courses. In fact, this month we have formalized and approved the first of its kind for our program. The idea for the dual credit course came from a program called Tomorrow's Teachers. This is a program run and offered by the New Jersey Education Association (NJEA) through the Center for Future Educators. The program trains high school instructors to teach an elective course for juniors and seniors who aspire to become future teachers. The TEDU Program worked collaboratively with the Center for Future Educators to use their curriculum to develop a dual-credit course for

Stockton University. Through investigation and review, we were able to target a course with the same intent, GSS 2342 *Pathways to Learning*. With the help of designated faculty liaisons, administrative support/guidance, and willingness of K-12 school partners, we were able to develop the dual credit course and identify high school teachers to serve as adjuncts for this course. This new dual credit course is slated to be offered over the next academic year.

*CK- feel free to comment here. I'm not 100% familiar with the development process and did my best to capture it.

Academic Program Annual Report Template

Assessment: Course Goals, Program Outcomes, Essential Learning Outcomes, LEGS Alignments
Describe the program's assessment plan/plan for continuous program improvement and elaborate on the kinds and progress of program assessment efforts. In your reflection, pay particular attention to the following kinds of assessment activities.

Please make use of the Academic Program Curriculum Map and Assessment Matrix
to display your program's assessment efforts..

Course/Program Objectives/Learning Outcomes
  Course/Program Assessment Instruments
  Course/Program Assessment Results
  Course/Program Current Action Items
  Course/Program Progress on Action Items
 Alignment of Program Goals to ELOs
 Curriculum Mapping
 Connection of Program Goals to Academic/Strategic Plan

The documentation below is the Assessment Plan established for the TEDU Program for the 15-16 year. I have the included the original copy submitted to the institution along with results from the completion of our program assessment plan.

Direct Assessment Question or Plan: To what extent do our program completers meet these claims?
  Our novice teachers demonstrate competence in the subject matter they will teach.
  Our novice teachers understand and apply appropriate pedagogy.
  Our novice teachers demonstrate caring teaching practices in diverse settings.

Sample: Program completers for Fall 14-Spring 15
  *"Completers" are those students that successfully finish their degree work, meet all set TEDU standards, and successfully complete student teaching

Method
  Prior to undertaking their final field experience, student teacher candidates must attain a NJ Department of Education defined "cut score" on the major subject area(s) they plan to teach (Elementary, Middle School Math, Language Arts, Social Studies, Science, or the secondary major subjects, typically English, Social Studies, Math, and to a lesser extent, Spanish, Art, Biology, Chemistry or Physics). Faculty will review the means and standard deviations of these test result scores to ensure that all of our teachers have met Claim 1.

  During the student teaching field experience, trained, licensed supervisors score student teacher performance on a scale of 1-3 in four pedagogical domains (Planning, Classroom Environment, Instruction and Professional Responsibilities) at mid-term and final weeks of the student teaching field experience. Faculty will blind-review these mid- and final-evaluation data to determine the extent to which student teachers meet program Claim 2 based on the Danielson Framework for Teachers levels of performance.

Instrument or rubric: ETS Praxis II Series (state-mandated) and Student Teaching Competency Rating Form, STCRF (internally developed by the program and aligned with state approved teacher evaluation model, Danielson's Framework)

Academic Program Annual Report Template

Schedule for assessment: Annual faculty retreat (mid-May)

Comment: Assessment methods are an existing subset of those utilized for the annual review required as part of national accreditation. Details on the full evaluation of the TEDU Program can be found within the accreditation report submitted by the Stockton TEDU Program (see http://intraweb.stockton.edu/eyos/page.cfm?siteID=84&pageID=45 for details).

Results:

GPA
A review of our TEDU 14-15 "completers" shows students on average earning well above the minimum state requirement for licensure of 3.0. (In one case, the student qualified for certification by using a state "flex" rule allowing for a lower GPA if the Praxis results are within a certain range.)
Average Cohort GPA- 3.90
Range of Cohort GPA- 2.97 to 4.0

Praxis II
All 2014-2015 program completers successfully passed the Praxis II in their certification area. *This is required to complete student teaching. Overall the areas where students often struggle and must take the test more than 1 time include: World Language, Mathematics, Elementary- Social Studies, Science and Math, and Social Studies. Average Praxis scores can be reviewed at the NJDOE EPP report at http://www.state.nj.us/education/educators/rpr/preparation/providers/2015/Stockton/EPP.pdf.

Student Teaching Competency Rating Form, STCRF
This evaluation is completed by trained college supervisors. The evaluation serves a summative analysis of all formal observations and performance during student teaching. The evaluation scoring is based on the Danielson Framework for Teaching, a state approved teacher evaluation model. The scale is 1-3 translating into 1 (unsatisfactory), 2 (basic) and 3(proficient). In the Danielson model, a 2 (basic), is considered the minimum level expected of novice teachers. Thus the TEDU Program targets for all students to earn about a 2 or higher in all areas of the Danielson Framework organized into domains.
Domain 1- Planning & Preparation- 2.5
Domain 2- Classroom Environment- 2.6
Domain 3- Instruction- 2.5
Domain 4- Professional Responsibilities- 2.6
Student teachers earned the minimum level in all performance categories of Danielson Framework.

Indirect Assessment Question or Plan: To what extent do program completers feel:
> Prepared for the demands of teaching as articulated in state (NJPST) and national (InTASC standards)
> Satisfied with elements of the program including curriculum and support services

Sample: Program completers in Fall 14- Spring 15

Method: All students will be surveyed at the completion of the TEDU Program (upon completion of student teaching).

Instrument or rubric: The instrument used called the ESTEDU, Exit Survey for TEDU program completers, is an internally designed survey to gather a blend of qualitative and quantitative feedback. The survey includes:

> a section on demographics,
>
> a set of questions aligned to the NJPST & InTASC teaching standards with Likert scale responses (1-4)
>
> a set of questions focused on the curriculum of the program by category (professional requirements, introductory semester, intermediate semester, student teaching) including Likert scale responses & qualitative comment boxes with each category
>
> and a set of questions regarding student support services (ie. advising documents, website, staff support, etc) including Likert scale responses & qualitative comment boxes with each category

Schedule for assessment: Exit Survey is completed at the end of the 15 week student teaching experience, after all requirements are met to be recommended for licensure.

Comment: Assessment methods are an existing subset of those utilized for the annual review required as part of national accreditation. Details on the full evaluation of the TEDU Program can be found within the accreditation report submitted by the Stockton TEDU Program (see http://intraweb.stockton.edu/eyos/page.cfm?siteID=84&pageID=45 for details).

Program assessment needs: Assistance with data analysis

Comment: The TEDU Program has increasingly higher demands on the assessment of program completers as it relates to accreditation. To date, multiple reports are required of our program including a state level educational preparation program report, an annual CAEP (national accreditation body) report, and university-level report. Data needs are often specific based on state mandated measures. In the coming year, all teacher preparation programs in the state of New Jersey must integrate a performance based assessment of our program completers as part of the state licensure requirements to become a teacher. This assessment is multifaceted requiring students to videotape and reflect on instruction through several written tasks. The implementation, monitoring and gathering of data for summative reports is extensive and time consuming. For this reason, assistance with program assessment is needed.

Results:

Exit Survey for TEDU program completers, ESTEDU
This survey is taken by all students at the end of their student teaching experience, after grades are issues and they are being processed for teacher licensure. The survey aligns with the main categories of the national and state teaching standards (InTASC and NJPST). Each question is aligned to knowledge, skills or disposition statements that are rated on a 1-4 scale from very well prepared (4) to not at all prepared (1). The program has set a threshold of 3 indicating prepared to very well prepared. Anything below is considered an action item and analyzed further by faculty to determine the needed course of actions to address the issue (if any).

Category	Mean scores						Low area description
Learner Development	3.45	3.62	3.19	3.53	3.45		
Learner	3.53	3.26	3.12	3.28	2.68	3.37	Incorporate instructional

Differences							strategies and resources to support English-language learners.
Learning Environment	3.55	3.72	3.52	3.38	3.6		
Content Knowledge	3.43	3.17	3.22	3.06	3.32		Integrate culturally relevant content to build on learners' background knowledge.
Application of Content	3.33	3.51	3.49	3.50	3.52		
Assessment	3.76	3.58	3.31	3.55	3.52		
Planning for Instruction	3.48	3.58	3.61	3.40			
Instructional Strategies	3.49	3.39	3.41	3.53	3.52	3.59	
Professional Learning & Ethical Practice	3.61	3.65	3.36	3.28	3.35		
Leadership and Collaboration	3.34	3.45	3.52	3.58			
Ethical Practice	3.47	3.39	3.49				

Results reflect students feeling prepared in the majority of categories. Two items were found that were below or near the program-established threshold. These are considered action items and are taken into consideration by program faculty. In the case of these two items, they were reviewed by the program and it was decided that we would utilize two designated Faculty Fellows for 16-17 to investigate our coverage of these topics related to diversity. Results from Faculty Fellow work will be utilized to determine what adjustments or changes may need to be made to program curriculum to address the perceived issue.

In addition to the Assessment Plan, as part of the annual report, we were asked to prepare an assessment chart reflecting our program's assessment methods broken down to the course level. There are a few items in this chart that are noted as "in progress". **In some cases, we have taken the steps to start the process of alignment or collection of assessments but have not fully established it yet.** The TEDU Program, unlike many other programs on campus, already has a variety of measures to establish the meeting of our set program mission and goals. The assessment plan described above includes these measures that provide an overall measure of our students' competency by the end of the TEDU Program. **We are currently in the process of adding additional assessment measures at the course level through a digital portfolio system** described within the Curriculum section of this report. We hope to have this system fully in place by the end of the next academic year. We also will continue our alignment work to ELOs.

Academic Program Annual Report Template

Community Engagement
As you may know, Stockton is one of 240 institutions around the country that has been awarded the Carnegie classification for Community Engagement. See **Stockton Center for Community Engagement website** for more information. Please report below any Stockton sponsored community partnership activities in which your courses/programs/unit have participated. Please also discuss which Stockton and Community groups/individuals collaborated, the purpose of the collaboration, and any outcomes achieved this year.

Also relevant to the Carnegie classification for Community Engagement are Stockton community involvement in activities such as volunteering, performing humanitarian work, serving on boards or committees, consulting or advising community organizations as well as environmental/community improvement work, educational workshops/presentations, collaboration with local schools and organizations, etc. Please report courses/programs/unit and faculty/staff members' involvement in these activities, encouragement for students in their courses/co-curricular learning experiences to do this kind of work, and their incorporation of this kind of work into courses/programs/units.

Describe any courses/programs/unit involvement in community engagement activities and, in addition, reflect on students' learning as a result of participating in this kind of service/learning. Reflect on any related effects on faculty/staff who teach and facilitate engagement projects or produce scholarship of engagement. Also, reflect on the impact of the service on the community.

Please remember to include any community engagement activities from the "Faculty," "Staff," and "Student" section of the report in this "Community Engagement" section.

TEDU students complete clinical experiences in K-12 buildings makes **community engagement an integrated activity for our program and students**. Students are encouraged to be an active part of the school beyond instruction including professional development, extracurricular events, and volunteer opportunities. Members of SOE also run the Stockton Education Society that holds several events throughout the year. These often involve community member visits and education-related activities with the surrounding community.

The Stockton TEDU Program also **maintains partnerships with K-12 schools** in order to facilitate the many clinical hours that are a part of our program. This past year we worked with 78 districts in 8 different counties. However, I am not directly involved with the establishing and maintaining of these partnerships. The same is true of contributions our staff may have had beyond school partnerships. For this reason, I have asked to Dean to add commentary at the end of this report speaking to community engagement of the School of Education.

Faculty was asked to submit any community engagement activities they have been involved in over the past year. The list below is all responses received. Each faculty member was given the description above to facilitate the submission. Overall, there is likely more than what has been reported. Some of this is simply because faculty didn't report it. As Coordinator I have no direct access to that work nor have any resources I can consult to provide a more thorough summary. For future reporting purposes, **it would be helpful if the institution found a way to gather this information in a programmatic way to offer a more thorough review of community engagement**.

Community Engagement Activities reported for 14-15 (*3 of 12 faculty submitted responses*)

Reported by Norma Boakes….

- **Association of Math Teachers of NJ (AMTNJ) Executive Committee member**- Collaboration with math education professionals in K-12 and higher education. Mission includes educating and providing free services to K-12 mathematics teachers. Work includes meetings approximately once every two months to discuss math education with approximately 20 leaders throughout the state in the area of mathematics education in K-12 and

higher education. I work to promote and gather volunteers for the annual conference held as well as serve as an editor for the AMTNJ journal, *Mathematics Teacher*.

- **National Council of Teachers of Mathematics (NCTM) Program Committee Chair for the 2015 Regional Conference held in Atlantic City**- Collaborated with a team of mathematics education professionals and NCTM association representatives from across the US to recruit speakers, develop and offer a 3 day regional conference program attended by 2,055 professionals from K-12 and higher education. As part of the event, I helped to recruit volunteers including Stockton preservice teachers who attended at no cost. A total of approximately 20 TEDU students were involved.

- **George Hess Educational Complex School Wide Planning Team member**- This is a local committee serving the PreK-6 building in Hamilton Township, NJ. I was invited to serve as community representative for the 23 person team comprised of administration, staff, teachers, parents, and community members. The committee meets monthly to revise vision and prepare application for state funding reallocation. This committee benefits the TEDU Program indirectly since many of our TEDU students are placed in Hamilton Township schools for their clinical hours.

- **Co-PI for the Next Gen Robotics for Southern NJ Scholarship of Engagement grant**- This grant involves working collaboratively with Greater Egg Harbor Regional High School District (Oakcrest, Absegami & Cedar Creek HS) on the development and launch of a robotics-based STEM project. This past year a full week program was implemented that involved 170 high school students and 12 high school teachers in the 3 area high schools. I am currently working with co-PI Tara Luke and GEHRHSD on a large scale NSF grant based on results from this initial STEM project.

- **Origami presentations for area schools**- This year I have participated in two Origami events benefiting local K-12 school children including Origami Day at Cedar Creek High School (June 2) and an introductory Origami session with 80 Pleasantville School 5th grade students visiting Stockton campus (May 24)

- **Co- PI for Theragami: Origami Therapy for Seniors**- SCOSA- This program involved a 6 session summer program during Summer 2015 for local seniors age 60 or older. The program focused on providing an overview and introduction to the art of Origami with a focus on its' use as a therapeutic tool. I worked with my co-PI (Barbara Pearl) to design the program and taught 5 of the 6 two-hour Origami sessions. A total of 8 local senior citizens participated.

- **NJDOE Grants- Stockton Coastal Collaborative (grant faculty) and Teacher Leader (co-PI)**- For both of these grants, I worked collaboratively with K-12 schools. The Coastal Collaborative involved multiple school districts in Cape May and Ocean County. The Teacher Leader Grant involves Atlantic County schools including Mainland School District and Somers Point School District. My work focused mainly on providing professional development to active teachers and working one-on-one in a coaching role with teachers. Overall, I have worked directly with approximately 50 teachers and have visited as many as 10 schools as part of my responsibilities. Each visit offers direct contact with schools and helps to establish a working relationship with Stockton University.

- **Community College Pilot Program**- The Stockton TEDU Program has begun to collaborate on a potential pilot program with Ocean Community College. As coordinator, I have collaborated directly with representatives of OCCC's education option (an administrator and staff member of OCCC were present for our first meeting). This partnership helps to establish a positive relationship with OCCC and future students coming from OCCC.

Reported by **Meg White**….

- Worked closely **with Alex Marino at the Carnegie Center** to spend two days of the Urban Teacher Academy in the Carnegie Center. Alex has arranged a Jitney tour of **AC**, and a round table discussion with Mayor Don Guardian, Superintendent Paul Spiventa, as well as the chief of police, and tours of both Richmond Avenue and Sovereign Avenue schools.

- **Urban Teacher Academy**- Organizer, recruiter and instructor of program funded by Stockton University. Academy is designed for high school students interested in a career in education that took place in summer 2016.

Academic Program Annual Report Template

High School students attend the program, at no cost to them, to gain a greater understanding of urban students, and an orientation to Stockton's teacher education program.

Reported by **Ron Caro**…..

- Serving as the **director of the Teacher Training with a Mission** (2006-present). Teacher Training with a Mission (TTM) is a partnership between the Atlantic City Rescue Mission and Stockton University's efforts in educating homeless children and youth. TTM utilizes pre-service teachers from Stockton's Teacher Education Program to extend after-school tutoring for homeless children, while giving pre-service teachers experience in educating diverse student populations in an urban environment and theory-to-practice training.

Academic Program Annual Report Template

Diversity

Stockton University values diversity in faculty members, students, and academic offerings. In this context, diversity refers to the practices that lead to inclusiveness and interaction across racial, ethnic, social class, nation of origin, national language, gender, sexuality, sexual orientation, ability, age, military/veteran status, and other forms of difference, preference, and identity.

The Stockton Mission Statement specifies that:
> "We value diversity and the differing perspectives it brings. Accordingly, we are unequivocally committed to implementing the principles of affirmative action in the composition of our student body, faculty, and staff."

The Mission Statement also communicates the importance of diversity to students' education, indicating that students acquire "the ability to adapt to changing circumstances in a multicultural and interdependent world" throughout their Stockton careers.

Describe any ways in which the program has enhanced the structural diversity of faculty and student populations (i.e., sought applications from members of under-represented groups; hired members of under-represented groups; created mentoring and retention strategies for members of under-represented groups; actively recruited and retained students from under-represented groups; encouraged faculty to pursue scholarship, to create courses, to participate in events on diversity topics); has enhanced co-curricular diversity (such as: organizing, participating, or attending co-curricular offerings or incorporating diverse co-curricular offerings into courses, as requirements for students); or has acted on the University's espoused commitment to diversity as a value (i.e., created partnerships with community organizations/members that foster diversity).

In addition, explain any revisions to curriculum that expand the global reach of program content (i.e., added courses to the curriculum that focus on local, national, or global diversity in the major/minor discipline, created modules for core courses that address issues of diversity, added community engagement with a diversity focus to the program/individual courses) and efforts to encourage inclusiveness of relevant, multiple voices and perspectives within the discipline.

The TEDU Program values the importance of diversity of those that work within the program, the students we serve, and as part of the program we offer.

Our TEDU mission includes preparing our future teachers to work with diverse learners. To help prepare students we **require a diversity course** be a part of their studies. Additionally, several of our **faculty sponsor diversity-related courses in the G curriculum**. The list below features courses offered in 14-15 with a strong diversity theme including those students can take to meet our diversity course requirement.
- EDUC 1515 Diversity in Families Schools & Communities*
- EDUC 2241 Educating Students with Special Needs
- GEN 1164 Urban Teacher
- GAH 3330 Theory and Practice of Language
- GIS 3190 Black Power
- GSS 3169 The Veteran Experience
- GSS 3360 Schools of the Future*
- *meets program diversity requirement*

Beyond a required course, the TEDU Program **maintains elements of diversity in all professional education courses that prepare students for student teaching**. This includes understanding how to instruct learners of diverse backgrounds and the methods/practices that work best based on their specific needs. Our program-designed lesson

plan template, for instance, features a section of "accommodations" that has students regularly consider how to adapt instruction for the various types of learners they encounter. Additionally, **in many courses, we cover the topic of differentiation** that serves as a way to anticipate and respond to a variety of learner needs by differentiating instruction by the content taught, the process by which it is taught and/or through the product used for learners to demonstrate learning. These courses include:

- EDUC 3200 Practices & Techniques
- EDUC 3100 Introductory Fieldwork
- EDUC 4610 Curriculum & Methods of Elementary Education
- EDUC 4600 Intermediate Fieldwork
- EDUC 460X Secondary Methods

Another requirement of the TEDU Program is the **completion of clinical hours in an urban setting**. Specifically, within students' first professional education course, EDUC 3100 *Introductory Fieldwork,* all students are placed in Atlantic City School District. The TEDU Program worked directly with school administration to make this experience possible. The experience in the school system is complimented by diversity related assignments and discussions in fieldwork meetings and the prerequisite course, EDUC 3200 *Practices and Techniques*. In the next academic year, the program is planning to expand our urban setting placement to go beyond Atlantic City and into other highly diverse settings.

In the faculty section of this report, demographics of our faculty was discussed. Three full time faculty within TEDU have varied background including African American, Hispanic/Latino, and a faculty member with roots from India. (The individual from India is not represented in a specific ethnicity/race category in Tableau.) Each individual offers a unique perspective and provides students with an opportunity to learn about individuals of diverse backgrounds. We also utilize part-time faculty of varied races (currently 9 or 15% overall are non-white/Caucasian). We continually seek to employ practices that encourage diverse part-time and full-time faculty. This year, for instance, a search was completed for an instructor of Teacher Education. Within this search, we utilized several techniques to attract and include eligible diverse candidates for the position. This included targeting diverse advertising venues, the creation of a job ad that emphasized the value of diversity, and working with the Office of Institutional Diversity & Equity to ensure a diverse pool of candidates. We also had several faculty attend a workshop on inclusive faculty searches, "Implicit and Structural Bias in Faculty Recruitment and Retention Workshop" in September 2015.

Other actions related to diversity have been sponsored by TEDU faculty. Below are the submissions received from faculty regarding their activity...

Reported by Norma Boakes....
- **Workshop presenter for Lesotho Mathematics Teachers** (June 29-July 1, 2016)- I worked collaboratively with facilitators of Maseru public schools located in the country of Lesotho (landlocked within South Africa) to organize and present a workshop on problem solving in mathematics. Presenters including myself, a professor from University of Witwatersrand (South Africa) and from Lesotho College of Education (Lesotho). The program was attended by 65 African teachers from area K-12 public schools. The work I completed has informed my own teaching practices related to working with varied populations including ELL learners and of low socio-economic background.

Reported by Ron Caro....
- Serving as the **director of the Teacher Training with a Mission** (2006-present). Teacher Training with a Mission (TTM) is a partnership between the Atlantic City Rescue Mission and Stockton University's efforts in educating homeless children and youth. TTM utilizes pre-service teachers from Stockton's Teacher Education Program to extend after-school tutoring for homeless children, while giving pre-service teachers experience in educating diverse student populations in an urban environment and theory-to-practice training.

Academic Program Annual Report Template

Reported by Priti Haria…
- **504/ADA Compliance member** of the Steering Committee for Accessibility

Reported by Lois Spitzer….
- Project director for the 2015-2016 **NJDOE Teacher Professional Development in Sheltered English Program** Grant providing 50 teachers with teaching strategies for working with ELL children
- Conference coordinator for the **New Jersey Teachers of English to Speakers of Other Languages (NJTESOL)/New Jersey Bilingual Educators Annual Conference**
- Member of the **Stockton Global Perspectives Committee** & **Office of Global Engagement Advisory Board**
- Member of the **Stockton Global Studies Minor**

Reported by Chelsea Tracy-Bronson….
- Co-authored the book ***The Educator's Handbook for Inclusive School Practices*** that offers practical advice to teachers for integrating inclusive practices in the school and classroom.

Reported by Meg White…..
- **Stockton University's Urban Teacher Academy** is offered to high school students interested in becoming teachers. Special consideration is given to students interested in teaching in urban schools and/or high shortage subject areas. I recruited students from Atlantic City and Pleasantville High Schools, as well as Absegami, and Cedar Creek. This program is transformative in nature as students spend time gaining a greater understanding of Atlantic City, including the schools, and the government. The purpose is to have students considering a career in education, also have a consideration of working with students in urban environments. Additionally this program can strengthen our partnership with Atlantic City.
- One of 3 authors of the book ***Questioning assumptions and challenging perceptions: Becoming an effective educator in urban environments*** that seeks to provide educators with an understanding of urban schools and the students who attend them to inform their own instructional practices.

Instructional Sites

Stockton has instructional sites in Hammonton, Manahawkin, Woodbine, and in Atlantic City at the Carnegie Center..

If relevant, describe any current program use of these sites/campus and any anticipated future use. Discuss ways that the use of these sites/campus reflect on students' learning and on faculty effectiveness. Please share any faculty-community collaborations developed as a result of teaching at the sites/campus, their purpose, and outcomes achieved from the collaborations.

The TEDU Program hosts most courses on the main campus. With a large range of students across majors and the requirement for students to commute beyond campus to complete fieldwork in K-12 schools, main campus courses have been preferred. We do however offer some of our courses that are open to non-EDUC students. Below is a list of courses scheduled for Fall 14 & Spring 15 along with the site location:

- Fall 14
    - INTC 2610 (2 sections)- Parkway building
    - GEN 2243 (1 section)- Manahawkin
- Spring 15
    - INTC 2610 (2 sections)- Parkway building
    - GEN 2243 (1 section)- Manahawkin

Academic Program Annual Report Template

Revenue Generated (grants, fundraising, outreach, etc.) and Special Costs of Administering the Program (professional memberships, software, etc.)
Please discuss any grants or revenue other than tuition generated by the program, including partnership opportunities that have yielded resources such as space, volunteers, guest speakers, etc.

Also, summarize any specialized needs that impact the cost to administer the program, if applicable. You might also reflect on the program's cost in relation to its academic and social benefits, scholarly or artistic reach, and the benefits of the program's community service to the institution, to Stockton's students, and to the public. This question may not be relevant to all programs.

I have asked the Dean to comment on this area since this falls beyond my responsibilities as Program Coordinator. I do have direct exposure to the revenue generated or the overall running costs of the TEDU Program.

Revenue Generated

Special Costs

Academic Program Annual Report Template

Acknowledgements
You may want to thank colleagues for their guidance and support during the academic program five-year reporting process or for contributing to the writing of or data collection for this report, etc. Please share acknowledgements of this sort in the space below.

Thank you to all faculty that contributed to the content of this report. I am impressed by the breadth and depth of teaching, scholarship and service many of you provide to the TEDU Program.

I also would like to acknowledge the efforts of the staff of SOE to maintain and track the many aspects of our TEDU Program. In our case, school and program level data sources are essential in capturing the impact of the TEDU Program. Additionally, with such a large population of students, the daily support of staff is crucial to our success. This report provides information on faculty contributions to the program but does not do justice to the many activities and efforts of the staff that serve as evidence of our program's impact and value.

I am not sure who directly to thank but wish to acknowledge all those that contributed to the providing of Tableau software and data to assist in the preparation of this report. This new system was a useful tool offering a variety of ways to explore our program we have not had previously.

Thanks are also extended to the Assistant Dean of Education, Pam Vaughan. Your contributions to the TEDU Program are a contributor to our success. The care taken to work collaboratively with PT & FT faculty does not go unnoticed and helps to provide our students with a well-structure curriculum. You ensure we the offering of a variety of courses and work collaboratively with other Assistant Deans across campus to ensure the TEDU Program works in unison with the 13 concentrations we maintain. You also serve as a TEDU instructor and support students of our program particularly those identified as at-risk or struggling. Your background as a K-12 administrator and supervisor are an asset in these situations and is of great value to our program.

My final thank you goes to the Dean of Education, Claudine Keenan. You have served as a voice for teacher certification programs across the state of NJ as the acting president of the New Jersey Association of Colleges of Teacher Education over the past year. This comes at a crucial time as the state and nation seek to raise accountability and rigor in teacher preparation programs. You have kept us abreast of all aspects of policy that will impact our program and allowed faculty to work collaboratively on the future actions that need to be taken to meet new state code requirements. You have also offered support of TEDU Program efforts including the establishment of Faculty Fellows for next year, providing compensation to faculty for the development of a program rubric, and funds/support of a pilot of the EdTPA assessment with student teachers.

Additional Commentary

Along with acknowledgements, I also wish to share my reflection on the annual report process. I certainly understand the reason for the report and the data it provides to the institution as a whole regarding our success, impact and viability in the future. However, at the same time, **I found the report to be a challenge**. The areas that were the most challenging were those in which I do not have direct responsibility or access to data to utilize for a thoughtful analysis. A few items I struggled with included:
- Community engagement activities- This area is contingent on faculty reporting their activity. For future reports, I will seek more formal ways to gather information in preparation for the report to ensure it is complete. However, it would be helpful if the institution had a more systematic way to encourage faculty to report their efforts so it does not fall upon the writer of the report to gather it.
- Diversity- As a program, I can report on our efforts to support diversity in our student population and within our School. However, I do not have a way to fully capture individual efforts made by faculty beyond the realm of TEDU related items. Many faculty contribute to organizations, community events, etc that have some link to diversity. Though I solicited faculty for this information, I am not confident it is representative of all faculty.

- Revenue- This is an area that is not managed by me nor do I have specifics on since this falls beyond my responsibility as Coordinator. (This may be different for other programs. I can only speak to my own.) It would be helpful to have administration provide this information in advance of the report if the institution wishes for coordinators to review and comment on it.
- Staff- In a few places the phrasing "faculty/staff" is used. My role as coordinator is the oversight of the TEDU Program including collaborating with faculty on program matters. Though I work with staff on a regular basis as part of my coordinator responsibilities, I would have little knowledge of their activity beyond what they do to support the TEDU Program. I was unsure if I am responsible for reporting on staff along with faculty. If so, the annual report process may need to include an intermediate step by administration that would have access to this information and could provide it to me for report preparation.
- Data- This is an area that is unique to the TEDU Program as a post-BACC program. Though I found the Tableau system extremely helpful in preparing this report, in some cases I was unable to use it. In the following areas I was unable to use data provided because it was not representative of our full population that includes concentrations across 13 different majors: course enrollment, course enrollment SCH, degrees conferred, student gender, and student ethnicity. I am not sure that there is a remedy to this but it required me to go beyond institutional data to prepare this report.

Academic Program Annual Report Template

Dean's Comments/Reflections/Look Forward

 Reflections: The summary of all the changes to teacher preparation over the past year is almost too overwhelming to have placed in one report. Yet, once again, the indefatigable Dr. Boakes has not only captured all of these changes, but has actually addressed every one with a solid action plan and a rich set of evidence to support every aspect of the plan. My strongest commendations to Dr. Boakes for the high level of detail and care she has placed into tracking so much change in such a short time frame. Likewise, her efforts to bring together faculty members from all of our School's programs to assist with these plans have been outstanding.

 As always, the Teacher Education (TEDU) outcomes assessment plan is exemplary. The visual from EdWeek captures succinctly the drastic narrowing that our student population undergoes from first contemplating education to finally attaining the "raised bar" that reform has set. Most unfortunately, our least-well-prepared, underserved and underrepresented populations suffer disproportionately from this phenomenon. I join Dr. Boakes in a strong desire to make a significant change, perhaps with targeted scholarship funding or some other Provost or Presidential initiative in the future.

 In addition, I support Dr. Boakes' desire to find a better approach to precepting our LIBA students than our current faculty strains to serve. As noted in my comments to the MAIT report, we sincerely appreciate all that these colleagues continue to contribute to the TEDU program, which serves as both, a course-specific interdependency link, and as a feeder to the graduate program. Likewise, as noted in my comments to the MAED report, the addition of a full time faculty line for the revival of our Summer-to-Summer program in compliance with changes to the Alternate Route regulations will also help to alleviate precepting burdens.

 Look Forward: As the new regulations become consequential, our need for additional resources will increase, most notably in managing the complex details of the edTPA requirement. Our revenue plan for allocating some portion of the Student Teaching fee towards these expenses should prove sufficient for non-salary expenditures that cross fiscal year, and our current Coordinators' agreement has a provision for handling additional responsibilities related to licensure. The strong impact that our TEDU program has on our region by placing interns in schools, skilled faculty in professional development and grant-funded work, and hosting programs at the university continues to reap dividends well beyond SRI & ETTC membership fees, grant-funded tuition revenue, and dual-credit enrollment interest. The goodwill that our TEDU program, all of its active faculty members, and our students contribute to the region also continues to enhance Stockton's reputation as a "top choice" recommendation among educators throughout our region.

 In addition to the challenges we face in diversifying the enrollment "funnel" in particular, I share Dr. Boakes' concern that Spring 2016 saw a slight dip in the number of students coming into the TEDU program. Early course section indicators for Fall 2016 bear out the notion that our university may finally be experiencing the same phenomenon that has impacted our sister programs around the nation: public figures, parents, and teachers themselves are discouraging young people from entering a profession that has been under siege. We enjoyed a three-year increase of "bucking the trend" because we transitioned from post-baccalaureate only to a series of 13 concentrations embedded in other liberal arts majors, but we have now reached the point of plateau. Increasing options for employability, perhaps by exploring more Special Education courses or a P-3 LIBA prompt at the pre-service level, may future possibilities.

 Furthermore, the increasing costs for additional entry and licensure tests, preparation for these tests, and the raised academic bar for GPA and clinical time will also continue to narrow the funnel for aspiring program-completers. Our faculty have already done an extraordinary amount of work preparing to assist students along the way; we are hopeful that we can continue to collaborate with our colleagues across the university to attract and retain teacher candidates at current levels.

Academic Program Annual Report Template

Provost's Comments/Reflections/Look Forward