

TEACHER EDUCATION PROGRAM

ANNUAL REPORT

ACADEMIC YEAR 2009-2010

Ron Tinsley, Ed. D., Coordinator

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Introduction

The 2009-2010 academic year has been a year of development and change. In our second full year under the leadership of Dean Kesselman, the Teacher Education Program has made steady progress in achieving the goals set in last year's Coordinator's Report. The Program and School are looking ahead to working under Interim Dean Joe Marchetti and are thrilled to have witnessed our founding dean rise to the high office of Provost of Stockton College.

Program Goals for 2009-2010 and their Achievement

Goal 1

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

The admissions taskforce has put new language in place on the website and in the Bulletin for 2010-2012 that reflects the new test score and GPA standards. Nancy Fiedler has been advising students about the upcoming changes for the past two semesters. Beginning 9-1-10 the new admission standards will apply for all students initiating program application files. Current standards will continue to apply for all files already in process on 9-1-10.

Academic Advising has updated the CAPP audit system and all other materials so that the former limit on EDUC credits no longer appears or impacts students.

Goal 2

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

The admissions taskforce determined that a prudent first step would be to eliminate the 96 credit minimum threshold for getting a permit into PSYC 3391/PSYC 3890. As 3000 level courses, the college standard of 64 credits (junior standing) now apply for

permission to take the course. Nancy Fiedler and Andre Joyner may now issue permits to students with junior standing, consistent with other general 3000 level courses.

Goal 3

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

The student teaching taskforce developed new instruments for use in assessing student teachers. These will be introduced in a Student Teacher Supervisor Training scheduled for August 11, 2010. Ron Tinsley and Andre Joyner will facilitate the training. All supervisors will work toward achieving inter-rater reliability using the Danielson Framework, as adopted and incorporated into the Stockton Components of Professional Practice.

Goal 4

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

In fall 2009, an alumni survey was launched on Zoomerang and distributed to an email list, provided by the Office of Student Records, of graduates from the past five years. Data provided will be incorporated into the TEAC Annual Report and will be solicited on a regular basis in future years.

Goal 5

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

We worked toward achieving this goal in several distinct ways using Banner and the School of Education database.

Banner has been expanded to hold Praxis I and Praxis II test scores as part of students' permanent records for certification and program assessment purposes. This is a major improvement.

The School of Education database has been strengthened and maintained through the efforts of Andre Joyner, Nancy Fiedler, Roberto Castillo, and Faisal Youhari. TEDU student data is now more useful and accessible for program purposes, such as tracking field placements and contacting fieldwork cooperating teachers. Fieldwork instructors now regularly communicate via email with cooperating teachers in the field. Improvements will continue during the upcoming year.

Trends in Enrollment and Number of Students

The TEDU program has shown steady growth in enrollments since spring 2008. Stockton institutional data reports the following regarding TEDU enrollments in relation to the college at large.

Semester	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
TEDU Program Enrollment	192	213	221	243	241
Percent of College Enrollment	3.1%	3.3%	3.5%	3.6%	3.7%

Due to our raising of admission standards and the recent budget scares in the schools, we expect to see some temporary decreases in enrollments. However, the program is strong and we fully expect the numbers to rebound in a few semesters.

Student Recruitment Efforts

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

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

Research and Scholarship Activity

The following provides a summary of the scholarly activity for the Education Faculty for 2009-2010:

Peer Reviewed Journals: 4

Book Chapters: 1

Edited Book:

National and International Presentations: 13

Outreach/Community Service

Atlantic City School District Initiatives

Exciting initiatives by faculty in the School of Education have led to a strong collaboration between Stockton College and the Atlantic City School District. Under the leadership of Dr. Reva Curry, The Stockton Center for Community Schools works with

public schools in creating positive change for students, teachers, and staff, as well as its neighborhoods and communities. The Stockton Center for Community Schools is housed in the School of Education. Dr. Curry's work furthers the possibilities for on-going collaboration between the School of Education and the Atlantic City School District.

Faculty Recruitment Efforts

During the 2009-2010 academic year, one faculty search was conducted. As a result of the search, Jeremy Ervin was hired. Dr. Ervin has a strong science education background and will be a great asset to the MAED science track. His faculty assignment will begin September, 2010. Dr. Ron Tinsley chaired the search committee. Other members of the search committee included Drs. Shelley Myers, Ron Caro, Kim Lebak, and Mr. Andre Joyner.

Assessment Activities

Over the course of the 2009-2010 academic year, the School of Education faculty and staff have worked to develop a shared understanding of the Framework—adopted as the Stockton Components of Professional Practice. The faculty and staff representing all areas of the School completed teaching performance assessment training to establish School norms and inter-rater reliability for the assessment framework.

The student teaching taskforce developed new instruments for use in assessing student teachers. These will be introduced in a Student Teacher Supervisor Training scheduled for August 11, 2010. Ron Tinsley and Andre Joyner will facilitate the training. All supervisors will work toward achieving inter-rater reliability using the Danielson Framework, as adopted and incorporated into the Stockton Components of Professional Practice.

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

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

This framework was adopted to be used as the Stockton Components of Professional Practice by unanimous vote of the Teacher Education Program faculty in May 2008 and

now serves as the foundation for our overall assessment system. Meeting all of these components ensures our program completers have met our program's claims.

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

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

- 1) *Our novice teachers demonstrate competence in the subject matter they will teach.*
- 2) *Our novice teachers understand and apply appropriate pedagogy.*
- 3) *Our novice teachers demonstrate caring teaching practices in diverse classroom settings.*

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

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

Future Directions—Program Initiatives and Goals for 2010-2011

Goal 1—Earn Removal of TEAC Stipulation (August 2010)

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

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

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

accredited programs across the country, as well as with many school districts in our region.

Over the course of the 2009-2010 academic year, the School of Education faculty and staff have worked to develop a shared understanding of the Framework—adopted as the Stockton Components of Professional Practice. The faculty and staff representing all areas of the School completed teaching performance assessment training to establish School norms and inter-rater reliability for the assessment framework, with a particular focus on Domains 2 and 3.

Our progress in addressing the stipulation will be reported to TEAC in the program's first Annual Report, in June of 2010.

Goal 2—Earn Removal of TEAC Weakness (August 2010)

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

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

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

Our progress in addressing the weakness will be reported to TEAC in the program's first Annual Report, in June of 2010.

Goal 3—Implement, monitor, and assess the use of updated assessment instruments and procedures in student teaching.

Goal 4—Continue efforts to establish norms for use of the Danielson based Components of Professional Practice with School of Education faculty, staff, and student teacher supervisors in Domain 1 (Planning) and Domain 4 (Professionalism).

Goal 5—Develop curriculum worksheets with key programs across campus leading to Degree + Post-baccalaureate Certification in 4-5 years, at the degree

program faculty's discretion. Begin using these worksheets to recruit and retain students cooperatively with these degree programs.

Brief statement of plans for next five years

Earn TEAC Accreditation

During the next five years, the faculty of the Teacher Education Program will work towards Initial Accreditation to be completed in 2013. This will entail the development of a full inquiry brief based upon our assessment system and overall program outcomes.

Over the next two years, collection and analysis of data will be on-going in preparation for the full inquiry brief and TEAC site visit.

Program Updates

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

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

Continue Efforts to Build Community

In connection with Dr. Reva Curry's work, TEDU and the School of Education will work with area secondary schools to develop Future Educators of America groups. This will help in early recruitment of students from our area who want to come to Stockton to become teachers. We should make special efforts to develop groups that represent the diversity of our community so that in the future our preservice teachers and graduates more closely represent the student populations they will serve.

Resource Needs and Rationale

Faculty Lines

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

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

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

Appendix A

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

Appendix B

Initial Certification Post-Bac Program Claims	Assessments	Stockton Components of Professional Practice (based on Danielson's Domains)
<p>Claim 1</p> <p>Our novice teachers demonstrate competence in the subject matter they will teach.</p>	<p>Praxis I scores Praxis II scores Undergraduate GPA Major GPA Teaching Demonstration Rubrics</p> <ul style="list-style-type: none"> ➤ Intermediate Teaching Experience ➤ Student Teaching (Cooperating Teacher/Supervisor) <p>Student Teaching Summative Evaluation</p> <p>Exit Survey</p>	<p>1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Selecting Instructional Goals 1e: Designing Coherent Instruction 1f: Assessing Student Learning 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning</p>
<p>Claim 2</p> <p>Our novice teachers understand and apply appropriate pedagogy.</p>	<p>Education/Pedagogy Course Grades</p> <ul style="list-style-type: none"> ➤ 4200 ➤ 4110 ➤ 4120 ➤ 4150 ➤ 460X ➤ 4610 ➤ 4991 <p><i>Intro & Intermediate Fieldwork Journals</i></p> <ul style="list-style-type: none"> ➤ Classroom Management Analysis ➤ Assessment Projects ➤ Lesson Plans <p>Teaching Demonstration (assessed using Components of Professional Practice)</p> <ul style="list-style-type: none"> ➤ Intermediate Teaching Experience (by Cooperating Teacher) ➤ Student Teaching (by Cooperating Teacher and Supervisor) <p>Student Teaching Summative Evaluation</p>	<p>1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Assessing Student Learning 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Providing Feedback to Students 3e: Demonstrating Flexibility and Responsiveness 4a: Reflecting on Teaching 4b: Maintaining Accurate Records</p>

	Exit Survey	
<p>Claim 3</p> <p>Our novice teachers demonstrate caring teaching practices in diverse classroom settings.</p>	<p>Education Experiential Course Grades</p> <ul style="list-style-type: none"> ➤ 3515 ➤ 3241 ➤ 4101 ➤ 4600 ➤ 4990 <p>Teaching Demonstrations in Diverse Fieldwork Experiences (assessed using Components of Professional Practice)</p> <ul style="list-style-type: none"> ➤ Intermediate Teaching Experience (by Cooperating Teacher) ➤ Student Teaching (by Cooperating Teacher and Supervisor) <p>Fieldwork Journals</p> <ul style="list-style-type: none"> ➤ School Familiarization Project ➤ Lesson Observations/Reflections <p>Student Teaching Summative Evaluation</p> <p>Exit Survey</p>	<p>1b: Demonstrating Knowledge of Students</p> <p>1e: Designing Coherent Instruction</p> <p>2b: Establishing a Culture for Learning</p> <p>3b: Using Questioning and Discussion Techniques</p> <p>3c: Engaging Students in Learning</p> <p>3d: Providing Feedback to Students</p> <p>3e: Demonstrating Flexibility and Responsiveness</p> <p>2a: Creating an Environment of Respect and Rapport</p> <p>3a: Communicating Clearly and Accurately</p> <p>3b: Using Questioning and Discussion Techniques</p> <p>3c: Engaging Students in Learning</p> <p>4a: Reflecting on Teaching</p> <p>4b: Maintaining Accurate Records</p> <p>4c: Communicating with Families</p> <p>4d: Contributing to the School and System</p> <p>4e: Growing and Developing Professionally</p> <p>4f: Showing Professionalism</p>