

Program Annual Report Template

2014-2015

Program/Center Teacher Education Program (School of Education)

Program Coordinator/Director Norma Boakes
Print Name

Date

2014-2015:

Program History, Development, Expectations

The Stockton Teacher Education Program (TEDU) became an NJDOE approved post-baccalaureate program in the mid-1990s. This design enabled students to earn a liberal arts degree at Stockton then teacher certification through the post-BA TEDU Program. TEDU has two main paths for certification: elementary teacher certification (K-6) with optional middle school (7-8) certification and K-12 subject area certification including art, biological science, chemistry, earth science, physical science, physics, mathematics, English, social studies, and world languages.

The TEDU Program offers a second BA degree as an option for all students seeking teacher certification. Those seeking the Bachelors in Teacher Education (BATE) must earn 160 degree credits if a native Stockton student earning their first liberal arts degree at Stockton or 128 credits if the student comes to TEDU with a completed BA degree from another institution. This design was beneficial to those students who held a degree allowing students to continue study to become a teacher at the undergraduate level (making them eligible for financial aid and lower tuition). However, Stockton students who wished to earn both degrees at Stockton took well beyond the 128 credits required to earn the second BA degree. This fact causes a heavy decline in program enrollment seen around 2011 resulting from many factors including a state economic downturn and increased competition among other state higher education institutions. The TEDU Program, has since, revised its program in response creating numerous teacher certification paths including education concentrations within existing Liberal Arts degrees and a structured liberal arts degree options (LIBA ELEM and LASS).

The TEDU Program has seen a great deal of change beginning in 2008, when the institution re-organized from divisions to schools. The TEDU Program once housed in the Professional Studies Division became the School of Education (SOE) with a separate Dean. With the revision also came relocation of many faculty offices, a new location for the SOE office, and three dedicated classrooms that included instructional technology mirroring K-12 classrooms. The final and most significant change came as a result of beginning the state-required accreditation process that began in 2010. The full accreditation process took until the 12-13 academic year with the TEDU Program earning full accreditation until 2020 (seven years) by the Teacher Accreditation Education Council (TEAC). Since this time, TEAC has merged into Council for the Accreditation of Educator Preparation (CAEP).

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The TEDU Program is unique as a program that leads to certification. Similar to programs like nursing and business, the program must meet state and national standards for the professional degree. As such, the TEDU Program must annually meet both New Jersey Department of Education (NJDOE) licensure and CAEP accreditation requirements. This process includes annual reports that offer a detailed assessment of all program completers.

Program Mission & Claims

The TEDU Program's mission and claims were revised this year to better reflect program expectations in line with updated standards within the profession, including the New Jersey Professional Standards for Teachers (NJPST) and the Interstate Teacher Assessment and Support Consortium (InTASC) Standards.

Program Mission: The TEDU Program prepares novice teachers to be competent in both subject matter and pedagogical skills as well as to be caring practitioners in diverse learning environments.

Program Claims

- Demonstrate competence in their content area including the ability to draw upon content knowledge when planning and implementing instruction.
- Understand and integrate appropriate planning, assessment, and instructional strategies.
- Recognize the diverse needs of the learner by establishing a 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.

Connection of Program Mission to the University's Mission and Vision

The TEDU Program's Mission and Claims are designed to work in unison with the University's mission. This includes:

- Seeking to develop well-rounded future teachers through a carefully designed set of degree path options that maintain the interdisciplinary approach to a degree at Stockton with the necessary teacher certification area preparation
- Maintaining a high quality academic degree program through articulation with other degree programs and continual assessment of program completer competencies
- Valuing diversity within our program curriculum, the students we serve and the faculty that support the program

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Program Goals and Progress

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The TEDU Program utilizes the accreditation process and resulting report as our five year study since it embodies the process of the university. A full study of the TEDU Program was last completed during the 12-13 academic year resulting in what is referred to by TEAC accreditation as an Inquiry Brief.

Action/Discussion Items from Inquiry Brief/Previous 5-Year Review

Below are the original claims at the time of the 12-13 TEAC accreditation review. At the time of the review TEDU *established meeting all program claims* that were then reviewed and confirmed by TEAC (see the full [TEAC Case Summary Teacher Education](#) on SOE's website.) Each of the claims made is listed below and contains major points from our 57 page self-study with a focus on targeted areas for future growth/change within the narrative.

- Claim 1- *Our novice teachers demonstrate competent in the subject matter they will teach.*
 - Adoption and implementation of additional assessments tools to quantify competencies of graduates
 - Re-alignment of program assessments to updated NJPST
- Claim 2- *Our novice teachers understand and apply appropriate pedagogy.*
 - Further documentation and improved collection of performance data particularly during student teaching
 - Review of curriculum in light of program completer self-reported data focusing on areas indicated for additional preparation
- Claim 3- *Our novice teachers demonstrate caring teaching practices in diverse settings.*
 - Additional documentation of competencies beyond course grades
 - Continual review of curriculum and program completer performance by full-time faculty

Current Goals

The following goals are drawn from the 13-14 TEDU Program Report. They include a narrative describing to what extent these goals have been met. Goals are organized into both short- and long-term goals.

Short Term Goals from 13-14 report

1. Continue to integrate cooperating teacher feedback on candidates into TEDU Program's assessment practices including:
 - a. Formalization and digital collection of Introductory and Intermediate Fieldwork Feedback forms from cooperating teachers. *This process is under way with the launch of online submission of feedback forms relating to student performance in the field set for Fall 2015 utilizing the Taskstream program.*
 - b. Integration of cooperating teaching feedback during the Student Teaching semester including the Mid- and Final-Evaluation Form via Taskstream DRF (versus through the Taskstream survey format). This goal has been satisfied with all cooperating teacher data collected digitally via the Taskstream system.

2. Continue creating template syllabi for all program courses to ensure consistency across all TEDU courses. Focus specifically on program requirement courses housed with SOE including EDUC 1515, EDUC 2241, & INTC 2610. (This item may not be completed for 13-14 but will be a part of goals to realign program to updated CAEP accreditation standards.) *This process is currently under way. During 14-15, full time program faculty met in taskforces to review courses with focus on alignment to InTASC standards which further align to CAEP accreditation standards. This process will continue in 15-16 with the ultimate goal to map courses with competencies using both course grades AND signature assignments aligned with standards that will be collected via a digital portfolio. This process has been slowed due to the state education's department recent revision to*

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6. Continue to monitor student performance on the Praxis II for passing rates, with particularly emphasis on elementary education, and explore supports to help with test preparation (content and test taking strategies). Performance on Praxis II is monitored and reported on an annual basis. Data is available via a state report based on program-provided performance data of program completers. This year's performance data can be found at: <http://www.state.nj.us/education/educators/rpr/preparation/providers/>. Focus during the past academic year has been on elementary candidates who are now required to pass four separate subtests (math, science, social studies & English) for licensure. Program efforts to strengthen performance has included:
 - a. Revised CAPP audits including recommended courses aligned with Praxis content
 - b. Additional course offering within General Studies and EDUC courses aligned with Praxis content. Recent additions will include: Western Civilization & Praxis Mathematics
 - c. Offering of a Praxis II Bootcamp that includes 3 full day prep sessions on areas of weakness including math, science & social studies.

Long Term Goals from 13-14 report

7. Begin the process of targeting "signature" assignments to serve as outcome-based evidence of candidate performance that will be aligned to updated program claims. This process has taken place with full time faculty working in taskforces to align program courses to InTASC and CAEP standards. Faculty will begin to pilot the gathering of signature assignments with professional education courses including Introductory and Intermediate Semester. (These courses were selected because they are housed fully within EDUC, taught by TEDU faculty and serve as "core" program requirements). Beginning in Fall 2015, a faculty-selected signature assignment from each of the Introductory courses (Introductory FW, Practices & Techniques and Literacy Development) will be collected via a Taskstream digital portfolio. Faculty will continue work in 15-16 to determine assessment tools and expand collected evidence. (See future goals.)
8. Begin process of reviewing and developing a plan for the implementation of a portfolio system within Taskstream that can be used to collect outcome data for the purpose of program assessment. This process has begun with the joint efforts of full time faculty, staff and administration of TEDU. As of this academic year we now have:
 - a. All student teaching evidence (quantitative and qualitative) from all parties including cooperating teacher, student teacher, and college supervisor gathered and housed in a Taskstream folio
 - b. Have a plan set to begin gathering signature assignments in all professional education courses of the TEDU Program with the first pilot set for Fall 15 in Introductory Semester courses (as noted in #7 above)

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9. Discuss and propose to administration a formal mechanism for integration of essential themes including ESL/BE (process begun informally), special needs education, and technology within the TEDU certification course sequence. Full time faculty have researched various ways in which focus areas noted above could be integrated into professional education courses (ie. Introductory, Intermediate and Student Teaching semesters). Informal methods have already been instituted including:
- BE/ESL- Specialized “modules” for BE/ESL in Gateway and Intro semesters
 - Tech- Holding college based pedagogy courses (P&T, Curr & Methods, Methods of X) in K-12 technology equipped classrooms
 - SPED- Revision of course assignments to include special needs focus (learner profile in Intro FW, updated structure for lesson plan design- in progress, and Student Teaching Seminar assignment and presentation)
- A more formal approach that has been discussed and brought forward to the Dean for consideration is the “Teaching Fellow” similar to the institution structure that identifies a specific faculty member to serve as a mentor for the program.. This, more formal structure, has not been explored further due to pending state legislation that may impact program structure. This is to be revisited in 15-16.
10. Discuss the necessary mechanisms that will be needed to convert to a portfolio system that will require oversight of submissions, review of tasks collected, etc. (Faculty raised concern for the time and effort that it will require to monitor and oversee this process.) The review process has taken most of 14-15 to complete. Now that the faculty are ready to begin piloting a portfolio system, the needs related to this process will be visited during the 15-16 year. Preliminary conversations have included utilizing institution level funds to assist with assessment tasks completed by faculty.

Future Goals

The goals below reflect continued work since the time of the TEDU Program accreditation (equivalent to a 5 year review). These continue work on goals completed in 14-15 and extend beyond in preparation for our next full program review set for 2019-2020.

- Digital submission of clinical experience performance data including Introductory and Intermediate Semester Fieldwork Feedback Forms submitted by cooperating teachers as part of professional education coursework.
- Full curricular program review including:
 - Consideration for and possible pilot of Teaching Fellows to further integrate special needs, ESL/BE, and technology focus to professional education courses
 - Revisions that may be needed in light of new state legislation impacting teacher preparation programs (due for release in summer 2015)
- Adoption of the updated 2013 Danielson Framework for Teachers (Framework is currently utilized as a tool for the evaluation of student teachers and a guiding structure within professional education coursework)
- Continuation of program realignment to CAEP and InTASC standards
 - Completion of a curriculum map of all courses with standards
 - Updated syllabi with InTASC/CAEP alignments listed
 - Review of signature assessments and their alignment to InTASC and program claims
- Program level review of ELO's for alignment to program courses.
- Implementation of a new digital student portfolio system
 - Pilot of digital collection of a signature assignment from professional education course sequence
 - Review of structure and process of portfolio work including faculty involvement and infrastructure needs including staff/administrative support

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Demand for Program

Reflect on the following with reference to the data supplied 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.

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Enrollment

The TEDU Program has seen a tremendous change in enrollment due to revisions that have taken place over the past two academic years. These revisions have taken the program from a purely post-BA degree program that was separate from first degree offerings at Stockton to one that is combined with existing BA degrees through a concentration or through a separate degree liberal arts degree option known as the “LIBA”.

Below is a chart taken from data provided by Institutional Research. Growth can be seen in many areas between Fall 13 & Fall 14. This is in direct alignment with program changes that established concentrations and the new degree option. HIST, LITT, MATH, & PSYC all have established education concentrations increasing by as much as 3 times from the previous year. Slow growth is seen in established MARS & PHYS concentration options, though this is typical of BA degrees in science. Though there is no direct evidence it is likely due to the fact these degree programs require more credits overall, more rigorous entry standards, and a longer time commitment (4 ½ to 5 years likely). The LIBA degree with ELEM & LASS options offers a liberal arts degree with a focus on the four content areas taught at the elementary level, designed specifically with the elementary teacher in mind. This too is a popular option for students seeking teacher certification. Overall, the revision of the TEDU Program to offer education in conjunction with existing BA degree options has been successful offering students a more economical and clear path to certification clear from the 147% increase in total majors associated with the TEDU Program.

Enrollment by major and total credits required

Major**	Total credits required	Fall 13	Fall 14	% Change
TEDU	128/160	87	87	-
BIOL	new as of Spr15	0	1	-
CPLS	no concentration	7	4	-43%
HIST*	128-138	16	68	325%
LCST	new as of Spr15	3	2	-33%
LIBA*	128	35	178	409%
LITT*	130-143	17	46	171%
MARS*	144	0	2	-
MATH*	129	9	44	389%
PHYS*	129	0	2	-
PSYC*	130	42	101	140%
Total	-----	217	535	147%

*Has established EDUC concentration as of Fall 14. BIOL & LCST were recently established this year so would not be reflected in the data above.

**Summary of P.3-4 of EDUC 14-15 data

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Degrees Granted

The data presented below summarized from institutional research data reflects those students earning a BA in Teacher Education (BATE). As noted earlier in the report, the BATE is not required for teacher licensure and is offered as an option for those students who either:

- came to Stockton with a BA degree from another institution earning the 2nd degree by completing 128 credits beyond the 96 for their first degree OR
- earned both degrees at Stockton and have accumulated a minimum of 160 total credits overall.

With the revision of the Program, students have many options that do not necessitate earning 160 credits so this value is likely to decline and continue to do so. This is not a negative reflection on the program but rather a sign that students are more often opting to take the degree paths with less credit requirements and thus more economical. Overall, enrollment data is strong indicating a large number of students electing to seek teacher certification.

Degrees Granted by Year

	FY13	FY14
EDUC degree*	110	82

*Summary of P.7 of EDUC 14-15 data

Viability of the Program

In terms of viability, one indicator is the program's ability to bring in students to the institution. Below is a chart reflecting Fall 2014 admissions data. Data is broken down by program with degrees offering an education concentration noted. This data is not an accurate reflection on the TEDU Program because data may include non-education concentration students. However, as highlighted in the Fall Admit Report, TEDU ranks among the 4th and 5th most popular program option along with HTLH, BSNS, CRIM & PSYC when EDUC concentration data is considered.

Fall 2014 Admissions Summary Day from Fall Admit Report

Program	Freshmen	Transfers
HLTH	147	123
BSNS	130	169
CRIM	94	100
PSYC*	82	78
BIOL	68	61
MATH*	29	19
LIBA**	23	32
MARS*	22	18
PHYS*	21	6
HIST*	18	26
LITT*	14	25
POLS*	14	8
ENVL	11	26
CHEM	10	8
SOCY	5	11
GEOL	4	3
EDUC	0	7
*Has EDUC concentration		

A note within the Fall Admit Report specifically states "68 of the 1,192 enrolled Freshman have education concentrations in their majors and of the 1,074 enrolled transfers & readmits 87 have education concentrations in their major (student's with a TEDU major are not necessarily included in count)". **Based on this data, the TEDU Program ranks 5th among freshmen major and 4th among transfer major options.**

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In addition to rising interest in the TEDU Program, there is also continued support at the state and national level for more teachers. The [US Department of Education](#) regularly releases a document listing teaching shortages by state. For New Jersey in 13-14 and 14-15, elementary teachers, middle school teacher (math, science and world language), and secondary/K-12 teachers in mathematics, science, and world language are in demand. Additionally, 38 state school districts are listed with shortages including local school districts such as Atlantic City, Buena Regional, Egg Harbor City, Millville City, Pleasantville City, and Wildwood City. Thus, there continues to be a call for teachers in many fields. At the same time, there is also some decline in available jobs due to state cutbacks and local issues particularly in Atlantic City School District where a massive layoff has taken place recently. The Program also battles public perception with K-12 education often in the limelight for things such as PARCC testing and the controversial adoption then subsequent announcement by the governor [to drop Common Core](#). Teachers themselves are also under fire with heavier evaluation requirements and standards of performance that include student academic performance (See [article](#) recently released by NJEA.). These issues can discourage potential students from choosing a career in education. Nonetheless, data is supportive of continued need for teachers. The TEDU Program will be seeking to target certification areas of high need as is discussed later in the report.

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Faculty

Quick facts based on p.10 & 15 of Instructional Research Data provided....

The TEDU program has:

- A total of 54 total faculty with 12 serving full-time (22%).
- 67% of the faculty is female with 20% of total faculty of a non-white race/ethnicity.

For full-time faculty....

- Of the 12 full-time faculty, 7 are currently at associate professor status (58%).
- Of the 12 full-time faculty, 3 are non-tenured.
- Based on SCH for full-time faculty, 47%- 57% (fall-spring) of contributions are within the EDUC category. Contributions beyond EDUC include FRST, G courses, and INTC.
- GENS enrollment included 12 G courses for Fall 14 accounting for 477 seats.

Discussion

The TEDU Program faculty as described in the institutional data is somewhat reflective of our program but not fully. Full-time (FT) faculty within the School of Education often has shared responsibilities. In other words, though a faculty member may be designated to a specific program when hired, faculty often teaches at both the undergraduate (TEDU) and graduate (MAED) level. Of the 12 FT faculty listed within the report, only 5 teach solely within the TEDU Program. As such, the number of faculty listed must support both the TEDU and MAED Programs. In terms of seniority and rank, the TEDU Program has begun to grow with 8 FT faculty (58%) at tenured-status and all but one at the associate level. The remaining 4 faculty are non-tenured with one approved to earn tenure and associate status as of Fall 15.

In terms of adjuncts, the TEDU Program is reported to utilize 42 adjuncts for 14-15. While this is the case, adjuncts also teach at both the graduate and undergraduate level, similar to full-time faculty. Adjuncts consist of both staff and faculty. Most adjuncts have less than 5 years' experience (31 out of 37 categorized). The lack of longevity of adjuncts is likely attributable to availability. The TEDU Program often gets K-12 teachers and/or administrators that work alongside their full time job. Accordingly, there can be a high when current adjuncts must leave due to increased job responsibilities and/or personal matters. Overall, it is a demanding position with pay not always equivalent to the work load of EDUC courses. In terms of qualifications, all adjuncts teaching for the TEDU Program must have a specialty and/or license in the area in which they teach and have K-12 teaching experience. Education beyond a BA or with equivalent work-related experience is preferred. Of those within the report, all but one have an MA+. (In the case of the one adjunct with a BA, the individual holds several teacher certifications including a certification in special education.)

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The overall makeup of TEDU Program faculty includes a slightly higher rate of female (67%) versus male (33%) faculty. This is slightly higher than the institution which is almost equally distributed among men and women faculty. For gender/ethnicity, counts vary with approximately 20% falling within the non-white category which is slightly lower than the institution's reported faculty of 26% . (See <http://intraweb.stockton.edu/eyos/page.cfm?siteID=54&pageID=31>) As a whole, the TEDU Program is reflective of the field of study with a heavy female population within education. Diversity in terms of race/ethnicity is similar to the overall institution. While this is the case, the TEDU Program recognizes and strives for the need for additional diversity. Given institutional data, one of our efforts will be to seek to attract a diverse pool of qualified faculty for both full- and part-time positions.

An additional analysis was done with program courses with respect to full-time (FT) versus part-time (PT) faculty. In the TEDU Program, PT faculty is often seen as advantageous to the program because they often bring with them current experiences within K-12 relevant to the courses they teach. While this is true, there are also disadvantages because PT faculty does not have the in-depth knowledge of the entire program curriculum and/or institution including program requirements, goals, etc. With that in mind, the TEDU Program seeks to strike a balance between PT and FT faculty. The table below summarizes all major courses required within the TEDU Program. Data illustrates that the program has maintained this balance of faculty overall for 14-15. Of particular importance is the section of professional education courses since each is cumulative in design leading to the student teaching semester and tied to accreditation. Though balance is good for this academic year, due to the rising numbers of students seeking teacher certification (noted within enrollment), this will not be the case for 15-16. Additional sections of courses, particularly within the professional education courses, **will necessitate a higher use of PT faculty.**

Counts by faculty & program course for 14-15

Course	Fall		Spring	
	FT	PT	FT	PT
EDUC 1515- Diversity in Fam, School & Community	2	4	4	3
EDUC 2241- Educating Students w/Special Needs	2	4	1	6
INTC 2610- Instructional Tech for Teachers	3*	2	3	4
EDUC 3000- Gateway to the NJ Teaching Profession	2	0	2	0
Totals (prior to professional ed courses)	9	10	10	13
EDUC 3101- Intro FW	2	1	2	1
EDUC 3105- Literacy Development	1	1	1	1
EDUC 3200- Practices & Techniques	2	1	2	1
EDUC 4110- Methods of Teaching Language Arts	0	2	0	2
EDUC 4150- Methods of Teaching Elem School Math	2	0	2	0
EDUC 4600- Intermediate FW	1	2	1	2
EDUC 460X- Method of Teaching XXX	3*	1	3	1
EDUC 4610- Curr & Methods of Elem Ed	1	2	1	1
Total (professional education courses)	13	10	12	9
<i>*Includes associate faculty (MAIT) and/or full time staff</i>				

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A part of this year's institutional data was a count of student credit hours (SCH) within subjects for FT and PT faculty. (See p.10 of report.) Overall, contributions by faculty were heaviest within the program area, EDUC. Additional contributions are listed including FIRST (fall only), all G categories, and INTC (a designation that falls within SOE). FT faculty as a whole taught approximately half of EDUC courses for both Fall and Spring while PT faculty were used more often for EDUC courses versus other categories. Worthy of mention is a strong distribution of G course offerings overall among all faculty.

Reflection on Full-Time Faculty Workload and Contributions

The section below speaks to each of the main tenets of a FT faculty member's responsibility including teaching, scholarship and service. In addition, both mentoring and assessment are discussed as required elements of this section of the report.

Teaching

The TEDU FT faculty, as noted earlier, represents faculty that teach in both the MAED and TEDU Program. While this benefits the school as a whole with flexibility in teaching assignments, FT faculty often find themselves with heavy loads. The chart below is drawn from the institutional data provided. Notice that the majority of faculty teaches above the contracted 24 TCH per academic year. Though some of this may be due to choice, often times FT faculty opt to take heavier loads to ensure that there is ample FT representation in core program courses within TEDU and MAED. This is a concern of the TEDU Program for future terms as there is additional demand for EDUC courses, particularly those that are tied to accreditation and licensure.

Faculty by number of TCH for 14-15

Faculty	TCH
Lebak	39
Boakes	34.13
Cleveland	32
Meyers	32
Quinn	29.50
White	27
Cydis	26.56
Tinsley	26.50
Caro	24
Haria	24
Spitzer	24
Tracy	24

Precepting

Precepting falls within the realm of teaching responsibilities for FT faculty. For the TEDU Program, this responsibility has changed significantly with the creation of EDUC concentrations within BA degrees and the LIBA degree designed for TEDU students. Prior to their implementation, students were only seen by faculty during their junior/senior year due to the post-BA design. Now that students can declare education at entry, faculty can now see students as early as their first term at Stockton. While this is a benefit to students and to

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other programs that serve our students within their BA degrees, the program has seen a major increase in precepting responsibilities. Currently, FT faculty is assigned between 50-60 preceptees to precept per term. This includes students of any major and any level of study from freshman to senior year. Due to the program's alignment with state licensure requirements, students are encouraged and often take full advantage of this service to ensure that their coursework satisfies all program and state requirements. Additionally, the program requires permits for all professional education courses leading to student teaching. This obligates many students to attend if they wish to enroll in courses. Overall, the past two semesters has seen a large influx of students reflected in enrollment data reported. Demand on FT faculty for precepting will increase over the coming academic year. Faculty overall value the relationship formed with preceptees that extends throughout the student's program. However, they also express concern over the sheer number served and complexity of the precepting process.

Service

FT faculty within TEDU Program, overall, meets and exceeds expectations typical of faculty at the institution. The nature of K-12 education often calls for involvement in schools beyond teaching duties in varied ways. With large numbers of potential and current program students, program and/or school service is easy to come by with many different activities to choose from. Institution level service is more of a choice, but TEDU faculty as a whole are involved in numerous and meaningful ways. The list below highlights some of the most prevalent forms of service by category. (See appendices for a full list of service submitted by faculty.) One conflict that does come up based on faculty feedback is at program/school level related to MAED vs. TEDU service. Both programs hold regular meetings and have various events for recruitment, retention, etc. At times, program faculty feel "stretched". For this reason, two sub-committees have been formed to reduce the program meeting burden. While this helps with faculty burden, at times it can cause challenges when major program items require full faculty support.

Program/School

- Monthly meetings & taskforces on CAEP alignment
- Retreats (full day, twice a year)
- Recruitment (open houses & NJEA)
- Registration (freshmen and transfer)
- Special programming support (Day in the Life, Praxis Bootcamp, etc)
- Graduation
- Program Review Committee (all tenured faculty)

Institution

- Faculty Senate
- Advisory Boards
- ELO Committee including lead position *
- Faculty Senate Committees including chair position*
- Faculty Review Committee*
- R&PD Committee*

Community/Other

- Conference coordinator
- Local/state association members including leadership positions*
- Local non-profit association members & leaders*
- Journal reviewer

**Indicates significant contributions due to time/duties association with position*

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Scholarship

Scholarship of FT TEDU Faculty is summarized below based on all faculty submission of scholarly work (see Appendices for submissions by faculty member). Overall, all faculty reports presenting at conferences at various levels and 5 of the 8 faculty submitting activity for 14-15 report having at least one peer-reviewed publication accepted and published.

Overall counts based on faculty reports include the following scholarly activities:

- Peer-reviewed journal publications: 7
- Invited peer-reviewed publications: 3
- Presentations at national/international level: 13
- Presentations at state or local level: 19
- Internal grants (R&PD, Provost Fund, etc): 6
- External grants: 1

Mentoring

Mentoring by TEDU Program faculty took many forms for 14-15. Of those reported within activities or known based on program level documentation include the following service as mentors:

- Shelly Meyers- FRST Mentor
- Kim Lebak- Program Faculty Mentor
- Norma Boakes- Institution Wide Faculty Mentor

Assessment

The TEDU Program has a number of elements related to assessment. This ensures a quality program and alignment to state as well as accreditation standards for teacher preparation programs. Assessment tasks vary for the TEDU and MAED program, each maintaining separate program mission and claims as well as evidence to meet them. However, FT faculty is one body so these responsibilities are shared. Currently to assist with faculty burden, sub-committees representing TEDU and MAED meet individually on a monthly basis to handle program-specific matters including assessment. Additionally, all program faculty meet at least four times per year to cover major program items including assessment tasks (prior to precepting, mid-year (Jan), and end-of-year (May)).

This year, the TEDU Program's major tasks related to assessment for this year included:

- Establishing a new mission and set of claims based on updated InTASC & CAEP standards for accreditation
- Beginning to map courses to updated InTASC & CAEP standards for accreditation
- Developing a structure and pilot for the new digital student portfolio including targeting potential signature assignments
- Revising clinical experience evaluations including the Introductory and Intermediate Fieldwork Feedback forms to digital submission
- Preparing both a state-level and CAEP annual report on program completers
- Review and update of program completer survey data via program Exit Survey
- Review of potential performance based assessment of student teachers based on upcoming state mandates for teacher licensure

Faculty is involved in all elements of assessment with the Program Coordinator responsible for annual reports and oversight of all other tasks. Beyond faculty, staff and administration of SOE assist in the maintaining of program data including surveys, student teaching documentations, and databases.

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Students

Student demographic summary provided by institution is incomplete, since it is based only on students earning a second degree in Teacher Education. With the creation of new concentrations, many more students are shown in the count by concentration on p.4 of the EDUC data report.

To report on student makeup, program data from [state](#) and national accreditation reports was utilized for the 13-14 academic year. Below reflects breakdowns by ethnicity and gender. The program does not currently collect information on age or county of origin.

Ethnicity for 13-14 Program Completers

Caucasian or White	84
Hispanic or Latino	2
Black or African American	1
Asian	1
More than 1 race	1
Unknown or Unspecified	1
Total	90

Gender for 13-14 Program Completers

Male	26
Female	64
Total	90

Overall, there are more female (71%) versus male students with a high Caucasian/white ethnicity (93%). Gender data is similar to [state-released data](#) comparing all teacher preparation programs (referred to as “EPP” or educational preparation programs on the report). However, for ethnicity, Stockton is below the state average (94% versus 86%). This is an area of focus for the coming academic year as noted throughout this report. There are program concerns regarding state required elements that may be having a negative impact on ethnicity including rising academic requirements and costly testing associated with becoming a teacher. (A recent [blog post](#) speaks to this exact issue. The EdTPA she speaks of in the article is a new test that will be added to existing teacher requirements by NJ in 17-18.)

Another area of importance relating to student population for the TEDU Program is our transfer population. Below is a chart that represents our last set of program completers. As you can see, we are “transfer friendly” with 63% of our population bringing in credits from other institutions. Of those, 30% are students earning an associate’s degree at a community college. This is likely a result of a concerted effort by the program to have a curriculum that allows for and acknowledges coursework from other institutions. The TEDU Program regularly works with Academic Advising to review transfer courses and ensure that students are properly credited for courses taken. TEDU staff also regularly visit with and articulated with our biggest feeder community colleges to ensure alignment of the teacher certification program.

Count by transfer credits for 13-14 Program Completers

Transfer w/BA at entry	11
Student w/Associates at entry	27
Student w/less than 64 credits at entry	19
Full time Stockton student (<16 credits transferred)	33
Total	90

Curriculum

Program Annual Report Template

2014-2015

Major

The TEDU Program exists as a second major, or as a second BATE degree (BA in Teacher Ed). As noted, this option is best suited for those students who already hold a BA degree and only seek teacher certification study at the undergraduate level. Fewer students opt to earn a BATE since it is not required for certification requires 160 credits.

The closest parallel an initial first degree program is the LIBA ELEM and LASS options. (The ELEM concentration offers coursework in all four content areas in K-8 including math, science, social studies and English while the LASS option is more English/language arts literacy and social studies specific but still involves all content areas.) LIBA is housed within General Studies but designed, maintained, and advised by SOE staff and FT faculty. The LIBA maintains an open-ended nature, allowing student choice in many areas but also designates coursework within broad categories as well as required TEDU Program coursework to ensure alignment with elementary teacher certification. The LIBA has served the student population well to date with many students preferring sufficient study in all areas taught in elementary school and at the same time helping students strengthen content knowledge in preparation for the Praxis II exam. (See enrollment data.)

EDUC Concentrations

The TEDU Program can accompany any BA degree to earn teacher certification. The creation of the EDUC concentration has streamlined this process for students and programs by having a preset degree with TEDU required coursework blended into the initial degree area. This process has been very successful, most noticeable within enrollment numbers for Fall 2014. To date 10 degrees offer education concentrations. The TEDU Program continues to work collaboratively with existing concentrations as well as seek to establish additional degree options. Three new concentrations have been established this year with a potential additional concentration in visual arts in discussion with ARTS program faculty.

List of degrees offering EDUC concentrations

Biological Science*	Literature	Psychology
Chemistry*	Math	Political Science
Historical Studies	Marine Science	
Language and Culture Studies*	Physics	

*New as of 14-15

While concentrations have streamlined the teacher certification path at Stockton, work remains to be done. In terms of certifications, elementary heavily outweighs K-12/secondary option. Below is a count of graduates for 13-14 by K-12 certification. With demand rising for K-12 teachers, the TEDU Program will continue to seek ways to attract more K-12 certification candidates. Much of this decline is due to high number of credits in degree concentration options and rigorous curriculum that was designed for students seeking a pure versus applied degree. Degree paths redesigned with K-12 curriculum in mind that focus on a more foundational and applied approach would likely attract K-12 candidates.

Program Completers for 13-14 by K-12 Certification

Social Studies	12
English/LAL	11
Math	4
Sciences	7
34 of 90 total completers (38%)	

Program Annual Report Template

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Electives

Electives apply in some elements of the TEDU Program. A notable change made during the past academic year is the acceptance of alternates to professional requirements courses required by the TEDU Program. Equivalent courses include:

- EDUC 1515 Diversity in F, S & Comm- GAH 1360, GEN 2126; GSS 1044, 3516; SOCY 2745
- EDUC 2241 Educating Students w/Special Needs- GSS 2330, 2340
- INTC 2610 Instructional Tech for Teachers- GEN 2108

This has allowed for students to elect courses that best fit their program and can potentially limit credits in cases of degrees with a high number of credits.

General Studies

The chart on page 15 of the EDUC data provided by Institutional Research reflects a sampling of G course offerings for Fall 13 and Fall 14. These include options in all categories with the largest group within GSS. The TEDU Program has sought to include content-specific courses that can fulfill content area course requirements and assist with Praxis preparation. Courses including:

- Math- Elementary School Math series, Against All Odds and Survey of Math
- Science- Scientific Inquiry
- Social Studies- Human Geography
- Language Arts- Multicultural Children's Literature

The TEDU Program will seek to continue to expand offerings to serve program student needs.

Service Learning/Internships/Experiential Learning

For the TEDU Program, learning beyond the college classroom is captured through K-12 school placement experiences that are required as part of the TEDU professional education course sequence.

Courses include:

- *Introductory Fieldwork*- 80 hours in a designated classroom with AC School District based on certification area
- *Intermediate Fieldwork*- 80 hours in a designated classroom based on certification area
- *Student Teaching*- a 15 consecutive week experience in a designated K-12 classroom based on certification area

This set of clinical experiences/practices may change as a result of proposed state legislation. This includes possible extension of hours beyond what is already required (Stockton currently is equivalent to or in many cases far above sister institution clinical experience/practice requirements). The TEDU Program will be working over the next year to re-examine curriculum including clinical requirements based once state legislation is finalized.

Program Annual Report Template

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Dual Degree Program

At the current time, the TEDU Program has no dual degree programs. However, in light of program assessment, areas identified by program completers, alumni, and school partners as weak are in line with current endorsement course offerings of the MAED program including special education and ESL/BE. These offerings are designed for teachers holding an initial certification and wishing to earn additional endorsements. Undergraduate students can currently opt to take up to two graduate level courses at the undergraduate level. Currently that option is not exercised often by program students so most students do not have an opportunity to take special education or ESL/BE specific courses beyond the foundational course requirement in special needs already in existence. Programs at other state institutions often offer a 4+1 option that allows students to earn both teacher certification and endorsements by completing a portion of required coursework at the undergraduate level and/or by cross-listing courses. (An example can be found at [William Patterson University](#).) Given high demand for additional endorsements coupled with areas in need of strengthening, the TEDU Program may wish to explore the potential of a dual degree program.

Delivery Modes

The TEDU Program has begun to vary delivery modes of courses including online and hybrid courses options. Currently, options are within professional requirements courses that are open-enrollment. Beginning in 15-16 the TEDU Program will pilot the offering of a hybrid version of a professional education course within the final semesters of study (EDUC 3105 Literacy Development within the Introductory Semester). Results of this pilot will be used to determine feasibility of additional deliver mode variations for core program courses.

Hybrid	EDUC 1515 Diversity in F,S,C* INTC 2610 Instructional Technology* EDUC 2551 Elem School Math: Geometry GEN 2108 Teaching with Web 2.0 Tools* GSS 3360 Schools of Future*
Online	EDUC 1515 Diversity in F,S,C * EDUC 2241 Educating Students w/Special Needs* GNM 1124 Survey of Math GNM 1110 Against All Odds

* indicates courses that fulfill program requirements (others serve as possible electives)

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Assessment

Program Objectives/Learning Outcomes Assessment Summary:

Objectives are aligned with TEDU Program claims along with associated measures used to indicate program completer competencies. Data is based on 13-14 program completers to align with state and CAEP accreditation report. Review of data is completed on an annual basis. The Program Coordinator in conjunction with the Dean and staff prepare data as part of mandated state (NJDOE) and national (CAEP accreditation) reports. At the bi-annual School retreats, faculty meets to review and discuss data including implications for necessary revisions or changes to the program.

Objectives	Measure(s)	Result(s)	Interpretation(s)	Action(s)
1. Subject matter knowledge	Praxis II test scores	100% pass rate and scores Similar to state average w/variation in performance for elementary certification (see NJDOE EPP Report)	Some Praxis tests are below state averages w/some students requiring multiple retakes.	-More Praxis aligned course offerings based on areas of weakness -Special programs to help with test prep -Advising early in program

Students must pass the Praxis II in order to student teach reflecting the 100% pass rate. This reflects subject matter competency since it tests content knowledge within a student's certification area. However, the retake rate for some Praxis II tests is high. Actions taken by the program to address this issue includes the Praxis Bootcamp review program, additional course offerings targeting Praxis II content for elementary candidates, and updated CAPP audit detail on suggested courses. The TEDU Program faculty also regularly articulates with faculty from first degree program areas for K-12 certifications in a specific content area regarding their program majors' performance.

2. Subject matter knowledge and pedagogical competency	Exit GPA	Mean=3.6 SD=.29 Median=2.6 Range= 2.7-4.0	All students met and/or exceed GPA requirement (2.75 or higher or lower w/1 outlier in data set)	-Due to state increase in GPA requirements program requires higher GPA at entry (3.0 or above) -Eliminating the "flex" rule
--------------------------------------------------------	----------	----------------------------------------------------	--------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------

The Exit GPA is an overall indicator of student competency. The TEDU program aligns with state mandated performance currently requiring a 2.75 GPA at both entrance into the professional education courses and at exit of the program (graduation/certification). Due to the state adoption of the higher GPA requirement of 3.0 as of 9/16 for licensure, the TEDU program has adopted a 3.0 GPA entrance requirement with an optional "waive" request to allow entry with a GPA higher than 2.75 or lower than 3.0 that includes a warning about the new GPA requirement before acceptance. This ensures that all students entering the final coursework of the program are able to meet state requirements by student teaching and counsel those that may not have the necessary GPA but wish to pursue teacher education.

Program Annual Report Template

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Objectives	Measure(s)	Result(s)	Interpretation(s)	Action(s)
3. Pedagogical competency and caring teaching practices	Professional education course grades in Intro and Intermediate Semester	Mean= 3.9 SD=.29 Median=4 Range= 2.7-4.0	Students met and/or exceed grade requirement of B- or better	Expand beyond grade-based assessment of competence through the collection and review of signature assessments aligned to program claims.
<p>Professional education courses are the final courses taken prior to student teaching including courses in the Introductory and Intermediate semesters. Students must meet all program prerequisites before they are permitted into courses. Courses focus on building foundational knowledge and methods of teaching within the selected certification area and are the most-directly aligned to program claims related to teaching. The grade received reflects students' knowledge and skills including courses on campus and fieldwork completed in designated K-12 schools. Minimum grades for these courses are B- or better. Additionally, students may only take these courses two times. Most students that do not perform well during a term elect to withdraw or may opt out of the teacher education program which contributes to a high mean GPA. <i>(For the 13-14 academic year, 8 students withdrew, 1 student opted out of the program, and 7 are currently not enrolled after beginning professional education coursework.)</i> Data reported reflects only those students who completed all courses including student teaching. Though data reflects a high level of competency, grades by nature are not a reliable assessment measure so the TEDU Program is working on adding the use of signature assignments through submission within a digital portfolio. This system will require all students to meet a set level of competency on the signature assignment in addition to course grades before moving on in the program.</p>				
4. Pedagogical competency and caring teaching practices	Student teaching competency rating form- final (STEF)	Mean= 2.6 SD= .33 Median= 2.6 Range= 1.59- 3	Students demonstrated basic or proficient performance of 2 or better overall on all teaching domains	Review record of academic performance of students with high frequency of 2 ratings
<p>The Student Teaching Competency Rating Form reflects a student's overall performance in the culminating student teaching experience. The form is completed by an external evaluator who serves as the college supervisor. Evaluators are hired by the program and meet all qualifications of a K-12 supervisor including 3 years of recent experience. This form takes into account all evaluations completed during the term including college supervisor and mentor teacher feedback. The rating is based on a state-approved and program-adopted teacher evaluation rubric, Danielson Framework. The program has set a performance level equivalent to a novice teacher based on this rubric (1-3 possible on a 4 point rubric (1- unsatisfactory, 2- basic, 3- proficient, 4- distinguished). 4 is removed from the scale since it is not possible within a 15 week preservice experience. This rating is the most reflective of overall program competency encompassing all program claims. Overall, data shows that students are between basic and proficient ability overall. This is strong performance is reflective of other program evidence including GPA and course grades. Some variation is seen with a small portion of students earning only the minimum rating of 2 (basic). In these cases, previous coursework and other formative evaluations of student teaching are reviewed to determine if there may be ways weaknesses can be addressed in coursework and experiences prior to student teaching.</p>				

Program Annual Report Template 2014-2015

Objectives	Measure(s)	Result(s)	Interpretation(s)	Action(s)
5. Subject matter knowledge, pedagogical competency, and caring teaching practices	Student teaching grade	Mean= 3.88 SD=.28 Range= A to B-	Grades within program policy (B- or better) with lower ratings receiving lower grades as a whole.	None
An additional measure is the grade earned in student teaching. This grade reflects performance overall accounting for the ratings received on the STEF as well as improvement throughout the term. Grades as a whole are strong with those receiving lower grades reflecting inconsistent or more basic performance. Given that grades are consistent with ratings received, no action is needed at this time.				
6. Subject matter knowledge, pedagogical competency, and caring teaching practices	Exit Survey	For 57 Likert-style response questions, all but 1 question was at 3 (prepared) or higher	Completers see need for better preparation for teaching children whose first language is not English	Pursue ways to incorporate teaching techniques in program courses
The Exit Survey is a survey completed by program graduates at the conclusion of student teaching. The response rate is near 100% since all students must fill it out to complete paperwork necessary for teacher licensure. The survey is aligned to teaching standards including NJPST & InTASC that further link to program claims. Questions are Likert-style with a 1-4 responses from 1 (not prepared) to 4 (well prepared). Program faculty review Exit Surveys annually to determine to what extent students' needs are met in the area of teaching. A cut value of 3 or higher (prepared or well prepared respectively) was established. A review of data illustrates that students felt prepared in all areas except working with ESL children. In this case, the TEDU Program will examine current program curriculum to see how this perceived weakness can be addressed. Preliminary conversation in this regard has already taken place with the recommendation of "Teaching Fellows" to support the integration of topics including ESL into existing course offerings (see section on Goals for additional detail).				
Objectives	Measure(s)	Result(s)	Interpretation(s)	Action(s)
7. Subject matter knowledge, pedagogical competency, and caring teaching practices	Alumni Survey-completed 1/15 (<i>reflects 45 of 610 invited graduates through 2014</i>)	For 57 Likert-style response questions, all but 2 questions and 1 category (special needs) were at 3 (prepared) or higher	Alumni see need for better preparation for teaching children whose first language is not English, working w/special needs population, working w/parents & identifying community resources	Review program curriculum for integration of topics and possible revisions to address perceived needs

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Objectives	Measure(s)	Result(s)	Interpretation(s)	Action(s)
8. Subject matter knowledge, pedagogical competency, and caring teaching practices	Employer Survey completed 1/15 (<i>reflects 19 of 127 invited school partners</i>)	For 57 Likert-style response questions, all but 2 questions and 2 categories (special needs & collaborative practices) were at 3 (prepared) or higher	Employers see need for better preparation for teaching children whose first language is not English, using data to inform instruction, working with special needs population, and establishing collaborative relationships,	Review program curriculum for integration of topics and possible revisions to address perceived needs
<p>Results for Objectives 7 & 8 are similar to the Exit Survey in Objective 6. The only difference is that both surveys for alumni and employers are reworded for the intended audience. All items on the survey are aligned with the Exit Survey to track perceived competencies after graduation and by employers that hire program graduates. Questions remain aligned to the NJPST and InTASC standards. The Likert-scale is identical in format with the same established cut-off of 3 or better. Results show competencies in most areas with some weaknesses in three categories: working with ESL/BE students, working with special needs populations, and establishing collaborative partnerships. These results are areas that the TEDU Program has already targeted for potential curriculum revision. As noted in goals, this has included the inclusion of guest lectures, special target modules within coursework on areas of weakness, and possible creation of "Teaching Fellows" to support further integration of topics into courses. <i>*For both ESL/BE and special needs, coursework specific to these populations is typically taken at the graduate level due to the design of state guidelines which require teacher licensure to earn additional endorsements including ESL/BE and SPED. One possibility for the program to explore is ways a BA w/certification and endorsements might be possible (similar to a 4+1 design).</i></p>				

Program Annual Report Template 2014-2015

Alignment of Program Goals to ELOs

Currently, the TEDU Program chooses to identify and align to ELO's on an individual faculty basis. The TEDU Program in the coming year intends to review ELOs to program courses and potentially signature assignments as part of the full curriculum review and revision to InTASC and CAEP standards for accreditation.

Current ELO integration reported by faculty for 14-15 includes:

- Meyers
 - o Inclusion in FRST 1002 *Freshmen Seminar* & EDUC 2241 *Educating Students w/Special Needs* (a required program course)
 - o ELSO Pilot and Steering Committee member
- Cydis
 - o 2nd year internal grant recipient of 2020 Initiatives for ELO study group serving as facilitator
 - o Co-authored journal publication on the scholarship and teaching of learning related to her ELO work
 - o Inclusion of ELOS in EDUC 3105 *Literacy Development*
- Spitzer
 - o Inclusion of ELOS is all ESL/BE courses and GAH 2330 *Theory and Practice of Language*

Curriculum Mapping

The TEDU Program has worked over the past year to begin alignment of program courses to state and national accreditation standards related to teaching. The process began with a review of program mission and claims to better capture our overall goals for the program. (See goals section for updated mission and claims.) The FT faculty and supporting staff of TEDU were then designated to work in small group on curriculum mapping by course focus (teams listed below). This process included aligning to InTASC standards and identifying potential signature assignments for inclusion in a digital portfolio system.

CAEP/InTASC Alignment Taskforces by Category

Special Needs	Technology	Diversity	Gateway & Intro	Intermediate	Student Teaching
EDUC 2241	INTC 2610 GEN 2108	EDUC 1515 GSS 1044	EDUC 3000, 3101, 3200 & 3105	EDUC 4110, 4120, 4150, 4600, 4610, & 460X	EDUC 4990 & 4991
Priti Shelly Chelsea	Amy** Doug** Jung** Ron C	Lois Ron C Joe	Meg Susan Ron C Kate*	Kim Darrell John Ron T	Norma Ron T Jeanne* Pam*

*Staff, ** MAIT faculty

A draft curricular map was produced in January 2015 based on taskforces. This document illustrated an overall coverage of standards but with a great deal of overlap among courses. (See image on next page.) This format was revisited based on findings and a new curricular map was developed to identify both input and output measures by level (see image on next page). Program faculty will continue curricular mapping utilizing this new format during the next academic year.

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Initial curriculum map results



InTASC 2011& NIPST Standard 11 Alignment Chart

Preprofessional	1- LDev	2- LDiff	3- L Envi	4- Content	5- Appl	6- Assess	7- Planning
EDUC 1515 DinFSC	x		x	x	x		x
GSS 3360 SchoolsF		x					
EDUC 2241 EdwSN	x	x	x	x	x	x	x
INTC 2610 InstTech			x				x
<i>GEN 2108 WebTools</i>							
EDUC 3000 Gateway		x					

Sequence	1- LDev	2- LDiff	3- L Envi	4- Content	5- Appl	6- Assess	7- Planning
EDUC 3101 IntroFW	x	x	x			x	x
EDUC 3105 LitDev	x	x	x	x	x	x	x
EDUC 3200 P&T	x	x	x			x	x
<i>EDUC 4110 M LAL</i>							
EDUC 4150 M Math				x	x	x	x
EDUC 4600 Curr&Meth	x	x	x		x	x	x
<i>EDUC 4601 Eng</i>				x			
EDUC 4605 SS	x	x	x	x	x	x	x
<i>EDUC 4606 M&S</i>							
<i>EDUC 4607 WL</i>							
<i>EDUC 4608 Art</i>							
EDUC 4610 Elem	x	x	x	x	x	x	x
EDUC 4990 ST	x	x	x	x	x	x	x
<i>EDUC 4991 Sem</i>							

*Courses in red are still in progress

Connection of Program Goals to Academic/Strategic Plan

The TEDU Program is committed to aligning with overall goals and objectives of the institution. Below is commentary related to areas where the TEDU Program has contributed to and connected with the Division of Academic Affairs goals and objectives for 14-15 (see *red text*).

LEARNING GOALS				
1.	<i>Maintain Stockton's commitment to the liberal arts and sciences and professional studies to serve as the guiding principle for future growth and success.</i>		Lead Unit	2020 Obj.
	B.	Provide executive and administrative support to the faculty-led proposal for an interdisciplinary Ed.D in Organizational Leadership through internal and external review processes <i>SOE Faculty including those that contribute to the TEDU Program is responsible for the design, review, and launch of the EdD program.</i>	Provost's Council	S1
	C.	Enhance the Liberal Studies Bachelor of Arts program by further aligning it with Stockton's ELOs.	GENS	S1
2.	<i>Prepare ethical, empathetic, and engaged students capable of creative, critical, and reflective thinking to meet the challenges of an increasingly interconnected, rapidly-changing, and resource-dependent world.</i>		Lead Unit	2020 Obj.
	A.	Ensure all school programs and units include and use the assessment of integrative learning and affective outcomes in their plans to support and monitor student learning. <i>The TEDU Program, as a state regulated program bound to accreditation requirements, has a strong assessment system that supports this goal.</i>	Academic Assessment	IP1-L

Input Map: depicts where instructors and students I/E/M a skill or concept

Introduce
Examine
Master

New curriculum map format

	Learner Development	Learning Differences	Learning Environments	Content Knowledge	Applying Content	Assessment	Planning Instruction	Instructional Strategies	Professional Learning	Leadership & Collaboration	Ethical Practice
EDUC 1	I	I	I	E		I					
EDUC 2	E				E		I		I		
EDUC 3		M	M	E	E	I	E	I		I	E
EDUC 4	E			M							
EDUC 5	etc.										
EDUC 6											
EDUC 7											
EDUC 8											
EDUC 9											

Outcome Map: depicts where instructors and students capture EVIDENCE of D/C/M for a skill/concept

Developing
Basic
Proficient

	Learner Development	Learning Differences	Learning Environments	Content Knowledge	Applying Content	Assessment	Planning Instruction	Instructional Strategies	Professional Learning	Leadership & Collaboration	Ethical Practice
EDUC 1	D	D	D	C		D					
EDUC 2	C				D		D		D		
EDUC 3		M	M				C	D		D	C
EDUC 4											
EDUC 5											
EDUC 6											
EDUC 7											
EDUC 8											

Program Annual Report Template
2014-2015

4.	<i>Involve schools and faculty in developing courses and programs through multiple delivery modes by increasing professional development/support opportunities for faculty and staff.</i>	Lead Unit	2020 Obj.
H.	Expand professional development activities related to faculty mentoring (intended for both mentors and mentees). <i>TEDU faculty has contributed to this goal by serving as both in and out-of-Program mentors.</i>	IFD	ER1

ENGAGEMENT GOALS

5.	<i>Build and promote Stockton's brand, reputation, and identity through curricular, co-curricular, and outreach efforts, creating regional development and community partnerships.</i>	Lead Unit	2020 Obj.
B.	Expand dual credit high schools, courses, and number of students enrolled. <i>TEDU faculty helped to establish a dual credit EDUC course (Tomorrow's Teachers) that will be offered as of 15-16.</i>	Assistant to the Provost & Deans	S5
D.	Strengthen community partnership with Atlantic City School District by creating dual credit courses for high school students; and promote employment possibilities in urban education through a carefully guided fieldwork experience for our Introductory students. <i>TEDU Program policy is now in place that all students must complete Introductory Fieldwork in AC School District.</i>	EDUC	ER4
L.	Create opportunities for K-12 educators to engage with college faculty and community members who can support their understanding and classroom instruction in STEM topics. SOE Faculty <i>Dr. Boakes, Dr. Quinn, and Dr. K. Lebak actively work within the Coastal Consortium Grant of SRI-ETTC that supports this goal.</i>	SRI/ETTC	ER4
7.	<i>Increase student engagement in the community through service-learning, internships, membership in student clubs and organizations, and community/external partnerships.</i>	Lead Unit	2020 Obj.
C.	Establish homework completion program to engage with students, ages 5-11, at the Stanley Holmes Community Center in Atlantic City. <i>TEDU Program students assist with this homework program. In addition, the program sponsors the Teacher Training with a Mission Program that benefits AC school children.</i>	SCCE	S5

GLOBAL PERSPECTIVE GOALS

8.	<i>Encourage and support students to develop perspectives on diverse cultures of the world through international partnerships, instructional experiences, and co-curricular activities to increase cultural awareness and global competence.</i>	Lead Unit	2020 Obj.
B.	Incorporate global perspectives and experiences for faculty and students through research, performance and professional opportunities at home and abroad. <i>Several TEDU faculty highlight international work within their scholarship and service (see appendices for details by faculty member).</i>	Schools/OGE	IP1-G

Program Annual Report Template

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9.	<i>Demonstrate throughout the Division of Academic Affairs commitment to diversity, including developing and implementing intentional strategies that value recruitment, retention, and professional development of diverse faculty, staff, and students.</i>		Lead Unit	2020 Obj.
B.		Increase recruitment of diverse teacher candidates starting in middle school through a Future Teacher Academy. <i>This program was planned but was cancelled due to lower interest. The program is slated to be offered again in the next academic year.</i>	EDUC	S6
C.		Offer dual credit for completion of "Tomorrow's Teachers" course in high school; develop academic plan to support and mentor diverse candidates. <i>This goal has been completed by TEDU Program faculty including Dr. Spitzer & Dr. White. The first course will be offered during the next academic year.</i>	EDUC	S6

Program Annual Report Template

2014-2015

Community Engagement

2014-2015:

Data below is limited to activities reported by faculty upon formal verbal and written request (email and meeting minutes). A total of 8 faculty responded with summary of activities. All reported activities were reviewed based on the definition of community engagement. Overall ***all faculty reported some element of involvement in the community.*** A breakdown of the types of involvement is summarized below followed by highlights by faculty member. (See appendices for an itemized listing of submitted activities by faculty.)

Community Engagement Categories	# of FT faculty reporting
Advisory boards	2
Director (external)	1
Local presentations	2
Local K-12 school work	4
Local/state associations	2
Overall engagement	11

Highlights of this work include:

- Boakes- Executive Committee member of the Association of Math Teachers of NJ
- Caro- Director of Teacher Training with a Mission w/partnership with AC Rescue Mission
- Cydis, Lebak (Director), & Haria- State grant-funded project, Project Scale, involving local teachers in area school district
- Meyers- local school board member
- Spitzer & White- New Jersey Future Teachers Association (NJFTA) conference coordinators which brings local K-12 teachers and students to Stockton campus for the conference

Instructional Sites

Program Annual Report Template

2014-2015

2014-2015:

The School of Education utilizes multiple educational sites for courses and other programs. For instance, the Carnegie Center is often used for the MAED and MAIT program due to the flexibility of the site's course scheduling (beyond main campus set time modules.) The TEDU Program itself maintains most courses on the main campus for several reasons:

- Professional educational courses utilize specially designed EDUC classroom space that include technology such as interactive whiteboards
- Professional requirement courses including EDUC 2241, EDUC 1515, & INTC 2610 target freshmen and sophomore full-time students that live on campus
- Students are already commuting on a regular basis to off campus locations to complete clinical experiences in K-12 settings

Those courses offered off the main campus for 14-15 included:

- GEN 2243 Exploring the Digital Toolbox – Manahawkin (*not a program course but taught by a program adjunct)
- INTC 2610 Instructional Technology- Parkway Building (*professional requirement course)

A noteworthy use of the Manahawkin site that is school level but that involved TEDU faculty is through the SRI-ETTC. A three-year two million dollar state funded grant (13'-16'), *The Stockton Coastal Consortium*, offers training to Ocean and Cape May County K-12 school teachers. All grant funded professional development is offered at the Manahawkin site. This is of great value to the teachers in the area that live as far as an hour from our campus. This program involves three of our full-time faculty members.

Program Annual Report Template

2014-2015

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.

2014-2015:

Revenue Generated

TEDU faculty are involved in a three-year, nearly \$1 million Math-Science Partnership grant and a smaller \$323,000 Formative Assessment Grant, generating revenues for graduate tuition and professional development workshops. Our SRI & ETTC also generates revenues based on consortium memberships that enjoy access to faculty workshops.

Special Costs

As a licensure program, TEDU must remain professionally-accredited to comply with N.J.A.C. 6A:9A-3.3. CAEP accreditation entails a \$2,575 annual CAEP membership fee.

Program Annual Report Template

2014-2015

S(strengths)W(weaknesses)O(opportunities)T(threats) Analysis

Please reflect on the programs' current status and any future program aspirations; use the categories below to organize your reflection.

2014-2015:

Strengths

- TEDU Program options including concentrations and LIBA Degree
- Digital collection of assessment data for program evaluation and accreditation purposes and overall assessment practices in line with institution goals
- Well-designed professional education course sequence resulting in program completer competency

Weaknesses

- Need for additional diversity among program faculty (PT & FT) and student population
- Demand in service and teaching among faculty with increase in student enrollment
- Weak enrollment in areas deemed as high need by state and national sources
- Inaccurate institution level data due to structure of post-BA degree w/concentration options due to existing data collection methods

Opportunities

- Explore possibilities for blended undergraduate/graduate certification program to address need for preparation in special needs and teaching ESL populations
- Additional incorporation of ELOs within program courses through mapping and additional faculty involvement

Threats

- Quality of precepting with rising program numbers
- State legislation directly impacting teacher preparation programs including additional performance requirement, extended clinical experiences and practice, and higher GPA
- Lack of formal assessment infrastructure to support growing state and national accreditation requirements for evidence of program completer competencies

Program Annual Report Template

2014-2015

Acknowledgements

I would like to acknowledge the support of all SOE staff that handle and manage many of the items that are relevant to this report. All data represented and discussed in this report could not be gathered without their support in the collection, maintenance of, and tracking of students. They also work with students on a regular basis from gathering necessary paperwork, providing advising, arranging clinical experiences with partner schools, and monitoring program progress. With rising numbers of students falling within the umbrella of TEDU, this is a significant and valued contribution to the success of the program.

I would further like to acknowledge my Assistant Dean for her contributions. She is consistently in support of and assists with matters that impact the viability and success of our program. Her work with scheduling courses to meet program demand, finding and working with program adjuncts, advising and permitting students into courses, troubleshooting with student teachers who may struggle, and even teaching program courses are of immeasurable worth to the success of this program.

Though I have mentioned staff, I would like to personally acknowledge Kate Juliani who serves as a full time advisor for the TEDU program. She works regularly with 100s of TEDU student ensuring quality advice and preparation for the professional education courses. She led the effort to provide state mandated testing on campus by establishing an ETS testing site on campus. She works closely with Academic Advising to ensure CAPP audits are accurate and personally assists with the assigning of preceptors to preceptees. She is also my "go to" for data including Praxis reports and enrollment trends.

Another thank you goes to faculty who served on committees, taught TEDU courses, and contributed to program meetings and events. At times we often feel overwhelmed by all we must accomplish but come together and accomplish what is needed to ensure a quality program we can be proud of.

A final acknowledgement goes to my Dean, Claudine Keenan. With an institution level background in data and assessment, her involvement in the many elements of the TEDU Program are of great value. She personally contributes to and helps manage the many assessments the program must complete and all required state and national annual reports (Title II, NJDOE EPP, and CAEP). She is an advocate of teacher education and a strong state-level representative serving on several state level committees that can help influence state legislation and practices.

I cannot possibly list all the contributions so many people have made to our program's success but offer these highlights as a way to offer my sincerest thank you to their time, effort, and support of the TEDU Program.

Respectfully submitted,
Norma Boakes
Associate Professor of Education
Program Coordinator of the TEDU Program

Program Annual Report Template

2014-2015

Dean's Comments/Reflections/Look Forward

2014-2015:

Once again I am awed by the extraordinary growth of the TEDU program under Dr. Boakes' leadership. I've added a % change column to the data that she gathered on page 6, depicting an astounding 409% growth in LIBA students from Fall 2013 to Fall 2014. Thanks to her collegial and indefatigable work with faculty members in all of the liberal arts areas, our undergraduate program have flourished.

Special thanks go to Interim Provost Davenport, for supporting our request to hire a faculty line specifically in Teacher Education that replaces the vacancy created by Dr. Deb Figart, transferring to SOBL/ECON as of 9/1/2015. This Tenure Track Instructor line will be particularly helpful in easing the heavy precepting burden that TEDU faculty carry: between 60-65 preceptees each.

Looking forward, the proposed state regulations to increase student teaching by 175 hours prior to the full-time final semester of study may pose an entirely new set of financial challenges to further discourage students from seeking teacher certification. The requirement of a teacher performance assessment by 2017 may also have an adverse impact on completers and time-to-certification. In addition, escalating SAT entry scores for CAEP accreditation will continue to confound simultaneous efforts at diversifying our population of teacher candidates. Decades of studies on differential item functioning continue to replicate an intractable pattern of racial bias in this particular test, which has inexplicably been selected by CAEP as an entry requirement that demands increasingly higher scores to the top 40% by 2018 and to the top 33% by 2020.

Santelices, M.V. and Wilson, M. (2010) Unfair Treatment? The Case of Freedle, the SAT, and the Standardization Approach to Differential Item Functioning. *Harvard Educational Review*: April 2010, Vol. 80, No. 1, pp. 106-134.