

# 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

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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

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### Program Goals and Progress

#### 2014-2015:

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.

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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.

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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:

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

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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 can6(enuf11.4(rehe48oS47eco.)-7.6(u)



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**Faculty**

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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 mentSOuminTJice. IT17( an)4nerantSare



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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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### **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 concentratioinam conful**

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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. The8(i)-Q0e.3(S)-3(S)-3(.)10.



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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.

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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 me(e)3.87.6(n)4.6(d63/d64( in)8.6()10.5(m)104.8(cu)2)12.

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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	

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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
<p>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.</p>				
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
<p>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 &amp; 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).</p>				

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Objectives	Measure(s)	Result(s)	Interpretation(s)	Action(s)

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### 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 2<sup>nd</sup> 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

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4.	Involvement of schools and faculty in developing courses and programs through multiple delivery modes by increasing professional development/support opportunities for faculty and staff.	Lead Unit	2020 Obj.
H.	Expand professional development activities related to faculty mentoring (intended for both mentors and mentees).	IFD	ER1

**ENGAGEMENT GOALS**

5. Build and promote Stockton's brand, reputation, and identity through curricular, co-curricular, and outreach efforts, creating regional development and community partnerships.



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9.	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.		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		

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### Community Engagement

**2014-2015:**

### Instructional Sites



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## **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

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### **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

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### 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. e3( an)43(er)2