

Academic Program Annual Report Template

Program: Teacher Education

Year: 2015-2016

Coordinator Norma Boakes, Associate Professor of Education (author)

History, Development, and Expectations of the Program

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

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

Program History, Development, Expectations

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- x Utilizing a detailed, researchbased evaluation structure for student teaching (later adopted by NJDOE as a state-

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- x Completing a detailed gap analysis of our TEDU curriculum to determine to what extent we meet CAEP standards including InTASC standards (national teaching standards), state teaching standards (NJPST), and to EdTPA requirements
- x Developing and launching an e-portfolio program through a web-based education aligned management system, Taskstream, that requires students to submit “signature assignments” that reflect major outcomes expected in TEDU program coursework
- x Piloting the new performance based assessment of student teachers, EdTPA, with a group of student teachers in designated partner K

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

Stockton University also maintains a vision for its students through a series of four themed areas, known as our 2020 Strategic Plan. This plan emphasizes the importance of learning, engagement, global perspectives, and sustainability.

Within the themes, the TEDU Program shares similar ideas for our graduates and are described below:

- x Learning - This theme focuses on a commitment to lifelong learning and developing the capacity to understand within and beyond a chosen field of student. For teaching, this is captured within a teacher's disposition and professionalism. This element is focused upon and developed throughout our program to ensure graduates can develop over time and make the necessary shifts as needed that often come with the ever changing landscape of K-12 education.
- x Engagement- This is another area that is of importance to Stockton and to our program. Our program seeks to engage students in the K-12 environment from the children they work with to the professionals they encounter. This goes beyond the actual act of teaching including engagement through

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

Degrees Granted/ Certifications Earned

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

Marketability and Trends

Overall, the TEDU Program reflects increasing enrollment and steady interest in teaching. This is despite pressures building at the state and national level to improve K12 education. As we move forward, it is important to consider students' marketability and trends that could impact our program's vitality. One tool used by our program is reviewing the occupational outlook according to the Bureau of Labor Statistics (BLS) [see links provided below](#). For both elementary and secondary certification, there is a 6% increase expected in K -12 teaching positions through 2024. Additionally, the median salary is estimated at about \$55,000 per year.

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

2 year short term job projection for elementary & secondary school teachers for the state of NJ

Occupation	Base Year	Base	Proj Year	Proj	Change	Percent Change	Avg Annual Openings
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Along with employment projections for the future, the state of NJ also produces an educational preparation program report annually. This report includes data specific to our program graduates and how the data compares against state data overall. The most recent report (2015-see link below) reviews data of our graduates from 2014-2015. To get a sense of how our TEDU Program is doing, the overall state report was compared to Stockton's Table 3 below. The percent of graduates successfully gaining employment in a public school setting in NJ schools was 56% (14-15 employment reviewed against 1113 graduates). Stockton's TEDU Program's rate is 52%, slightly lower than the state percentage. There is also data provided on the percent of graduates employed by certification area. Table 3 below reflects how Stockton compares against the state by each of the certifications we offer. Stockton again is slightly below in terms of percentage of employment. In both cases, there are a few issues that arise with drawing any conclusions from the data. For one, the state report only looks at graduates who are employed in public schools. Graduates may work outside of the public school sector or in education-related jobs not housed within K-12. Additionally, there is a variation in job openings based on the geographic regions. The north and central parts of the state are much larger in size and so graduates of preparation programs in those regions may fair better due to the number of opening that's available versus those in the southern region. Regardless, our graduates are not earning as many jobs when compared to the state. This is an area of focus as the TEDU Program moves forward. The increased enrollments in the past two academic cycles at Stockton may have some impact on graduate employment as we move ahead. We also have done some revising of work with Stockton's Career Services that may have some bearing on future employment.

Table 3. Stockton vs State Employment by certification area reported in the 14-15 state EPP Report		
Certification area	Percent employed - Stockton	Percent employed - State

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Resources utilized....

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

x

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Faculty

Discuss the program's faculty makeup.

Refer to the data supplied by Institutional Research for guidance.

Consider the implications

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Chelsea TracyBronson	MAED	TEDU*	Instructor (ABD)	<5
Margaret White	TEDU*		Assistant	<5

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

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

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

Faculty & Course Loads

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

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

EDUC courses at the 1000 & 2000 level are foundational in nature offering background in core education topics including diversity and special needs children. Courses at the 3000 level and beyond represent the pedagogy and methods courses that lead to student teaching. In terms of coverage, there is strong contingent of full time faculty in the 3000 level courses since they build the practices and techniques of teaching. As you move forward into the 4000 level, there are a higher number of adjuncts utilized. These courses focus on learning methods of instruction drawing upon 3000 level study. Since many of the courses are subject and certification level specific, adjuncts are often utilized that have K12 teaching experience in the subject area taught. In all courses at the 3000 and 4000 level, a full time faculty member is designated as a “lead faculty” for each core program course. Lead faculty regularly coordinates and collaborates with adjuncts to ensure consistency among courses and the meeting of program goals.

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Table 7. TEDU Program course offerings by faculty type, level, and term

Subject	Course Level	Course number	Fall 2015			Spring 2016			Grand Total
			REG FAC	ADJ FAC	Total	REG FAC	ADJ FAC	Total	
EDUC	1000 Level	1515	3	4	7	3	3	6	13
		Total	3	4	7	3	3	6	13
	2000 Level	2241	2	4	6	2	4	6	12
		Total	2	4	6	2	4	6	12
	3000 Level	3000	1		1	1		1	2
		3101	2	1	3	2	1	3	6
		3105	2		2	2		2	4
		3200	2	1	3	2	1	3	6
		Total	7	2	9	7	2	9	18
	4000 Level	4110		3	3		3	3	6
		4120		2	2		2	2	4
		4150	3		3	3		3	6
		4600	1	3	4	1	3	4	8
		4601		1	1		1	1	2
		4605		1	1	1		1	2
		4606		1	1		1	1	2
		4607		1	1		1	1	2
4608					1	1	1		

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

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Faculty Precepting

Precepting is an important aspect of the TEDU Program. It is also unique since our program handles concentrations from 16 different possible paths. Each concentration is unique offering paths for elementary, secondary, or 12-18 certification and must be aligned to state licensure guidelines. With nearly 600 students in our program as of Spring 2016, all SOE faculty contribute. On average, each faculty member is responsible to precept 54-69 students. In some cases, the precepting load is a blend of graduate and undergraduate students since faculty teach in both TEDU and MAED/MAEL. Over the past year, associated faculty has contributed to precepting due to rising enrollments. Currently each associated faculty paired with about 51 students each. Below is a look at precepting load by faculty member based on advising data for Fall 15 to provide some overall context on load by faculty member

TEDU Faculty Precepting Load for Fall 2015

Boakes 54

Caro 55

Cleveland 55

Cydis- 51 out of 56 total

Haria- 35 out of 66 total

Lebak- 33 out of 67 total

Meyers- 29 of 68 total

Spitzer- 42 out of 63 total

Tinsley- 53

Tracy- Bronson- 40 out of 69 total

White- 60

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Program employs a full time advisor. The full time advisor serves as the first point of contact for students and handles

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- o Boakes, N. & Boakes, E. (2016, June 2). Origami Day. Origami instruction sessions for Cedar Creek High School (179 students in Geometry, Honorseometry, & AP Calc courses). Library, Cedar Creek High School, Galloway, NJ. (Full day with 40 minute sessions for all 8 periods)
- o

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- o Johnson, S. & Haria, P. (2015). Effects of an iPad based collaborative instruction on first graders at risk for reading delays. International Journal of Technology and Inclusive Education (IJTIE), 4(2), 64-69. The acceptance rate is not known.
- o Meyers, S., Cydis, S., & Haria, P. (2015). A partnership between professors and middle school teachers to improve literacy skills of adolescents: A pilot study. Reading Improvement, 52(4), 543-557. The acceptance rate is 48%.
- x Presentation
 - o Haria, P., Maynard S., McGinnis, P., Slusser, M., Galantino, M., & Padden, M. (2016). Establishing interprofessional teams to develop and implement comprehensive assessment and intervention plans across the borders. Presentation at the 2016 Division of International Special Education Services (DISES), Managua, Nicaragua
 - o Haria, P. & Johnson, S. (June 2015). The effects of interdisciplinary collaborative approach on at risk elementary students' beginning reading skills. Paper presented at the 2015 International Association of Special Education (IASE), Wroclaw, Poland.
 - o Haria, P., Koch, A., & Conover, J. (June 2015). Examining effectiveness of specific comprehension strategy for students with learning disabilities. Sixty-minute presentation at the 2015 International Association of Special Education (IASE), Wroclaw, Poland.
- x Service
 - o Sub-committee for CAEP alignment & assessment developed an eportfolio program rubric w/Susan Cydis
 - o Title IX Campus Climate Survey Committee member
 - o Scholarship Foundation Committee member
 - o Steering Committee for Accessibility 504/ADA Compliance member
- x Grants
 - o External
 - f NSF Grant (not funded) - In Winter 2016, Matthew Bonnan, Jason Shulman and Melissa Zwick from NAMS and I collaboratively wrote a proposal to submit for external grant to the National Science Foundation (NSF) for a project named, "IOS Preliminary Proposal: RUI: How Well Does Bare Bone Shape Predict In Vivo Bone Motion? Implications for Reconstructing Fossil Tetrapod Locomotion." The goal of the project is to find out how well lizard forelimb bone shape predicts in vivo bone movements. Additionally, our broader focus for this project is to bring real world science experience to elementary school age students to encourage their curiosity and interests in scientific inquiry.
 - o Internal
 - f 2020 Proposal (not funded) - In Fall 2015, Interprofessional Education (IPE) Team (Dr. Patricia McGinnis, Dr. Margaret Slusser, Dr. Sara Maynard, Dr. Marylou Galantino and Dr. Mary Padden) and I submitted a 2020 proposal for a project named, "Establishing Stockton's Center for Interprofessional Education (SCIFE)." The aim of this project is to coordinate an interdisciplinary faculty team to conceptualize and actualize IPE opportunities for students throughout the University and create a center to provide a clinical setting for our students.

Kim Lebak

- x Publication
 - o Lebak, K. (2016). Unpacking the complex relationship between beliefs, time, and change related to inquiry based instruction of one science teacher. Journal of Science Teaching & Learning, 15(1), 1-11.

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- o Lebak, K. (2016, April) Using Online Video Clubs to Notice and Analyze Formative Assessment Interactions. American Educational Research Association 740. (MA [(L)5.4 (i)-3.6 (n)4.7(m)35K

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x Presentations

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

Margaret White

x Publication

- o Schaffer, C., White, M., and Brown, C. (2016). Questioning assumptions and challenging perceptions: Becoming an effective educator in urban environments. Lanham, MD: Rowman & Littlefield Publications.
- o White, M., Meredith, C., Byrne, L. Viator, M. and Ricchezza, L. (2013). "Transforming single story

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

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

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Students

Discuss the program's student population.

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

- x Providing detailed information including course options on program CAPPs to help students select appropriate courses that will properly prepare them for Praxis tests
- x Designing and coordinating the offering of courses that target Praxis content such as GNM 2237 Scientific Inquiry and EDUC 1151 Praxis Mathematics
- x Providing guidance to students showing an interest in TEDU early in their studies at Stockton through precepting, open door advising available by appointment, and web-based advising information including links to resources.
- x Offering dual enrollment high school courses in teaching to attract students in the field of education and educate them early regarding the importance of academic performance
- x Supporting programs that build interest in teaching careers with K12 populations through such programs as the Urban Teacher Academy (see Diversity section)

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

Transfer Student Population

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

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

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Curriculum

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

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

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

TEDU Curriculum

Discussion of curriculum works a little differently for the TEDU Program since it is a post-B.A. program. As noted earlier, you don’t “major” in education at Stockton. Yotti.

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

Freshmen & Sophomore level

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

Junior & Senior level

- x Course offered to review all prerequisites and requirements for the TEDU Program (EDUC 300 Gateway)
- x

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not impact Stockton since we already meet them such as the basic skills assessment requirements and GPA thresholds.

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Service Learning/Internships/Experiential Learning

For the TEDU Program, experiential learning is a built in part of a student's experience. As of this past year, every one of our students will benefit from 160 hours of work in K-12 schools AND a full semester student teaching experience. In total, students can have exposure to as many as three different school districts and multiple school personnel from teachers to administrators. Beyond required clinical experiences, students are encouraged to seek other opportunities to work with children. Many of our students serve as substitute teachers in school districts. Students are also encouraged to take advantage of service learning opportunities where they can work with ~~school~~ children. Data regarding service learning is not included within Tableau so I am unable to g5.7 (t)68.7 (c72.7 (-009)12.9 (h)-1.3 (ey4.7 (.

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evidence of characteristics of the community, school district, and school, and the source of the data/evidence

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

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

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Assessment: Course Goals, Program Outcomes, Essential Learning Outcomes, LEGS Alignments

Describe the program's assessment plan for continuous program improvement and elaborate on the kinds and

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

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

Results:

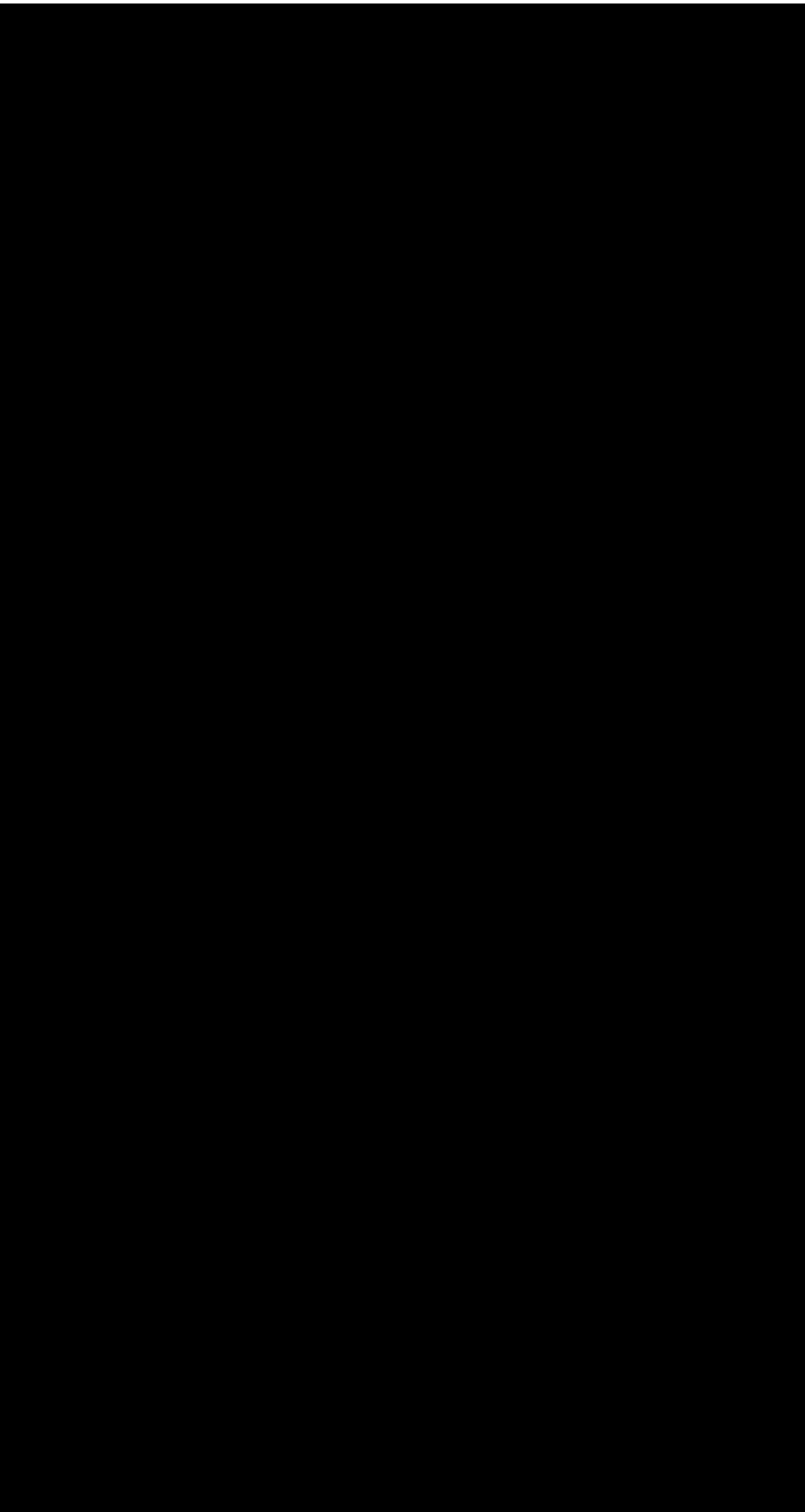
GPA

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

- a section on demographics,
- a set of questions aligned to the NJPST & InTASC teaching standards with Likert scale responses (1-4)
- a set of

Differences							strategies and resources to support English-language learners.
Learning Environment	3.55	3.72	3.52	3.38	3.6		



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- higher education. I work to promote and gather volunteers for the annual conference held as well as serve as an editor for the AMTNJ journal, Mathematics Teacher
- x National Council of Teachers of Mathematics (NCTM) Program Committee Chair for the 2015 Regional Conference held in Atlantic City - Collaborated with a team of mathematics education professionals and NCTM association representatives from across the US to recruit speakers, develop and offer a 3 day regional conference program attended by 2,055 professionals from K12 and higher education. As part of the event, I helped to recruit volunteers including Stockton preservice teachers who attended at no cost. A total of approximately 20 TEDU students were involved.
 - x George Hess Educational Complex School Wide Planning Team member - This is a local committee serving the PreK-6 building in Hamilton Township, NJ. I was invited to serve as community representative for the person team comprised of administration, staff, teachers, parents, and community members. The committee meets monthly to revise vision and prepare application for state funding reallocation. This committee benefits the TEDU Program indirectly since many of our TEDU students are placed in Hamilton Township schools for their clinical hours.
 - x Co-PI for the Next Gen Robotics for Southern NJ Scholarship of Engagement grant - This grant involves workis gn, stobotonh 35.6411-0.0 (r)6 (6 (, s)-3.7 (5.6411-0t in)9oboto)Tj 0v

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

Reported by Ron Caro....

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

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

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

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

In the faculty section of this report, demographics of our faculty was discussed. Three full time faculty within TEDU have

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Reported by Priti Haria...

- x 504/ADA Compliance member of the Steering Committee for Accessibility

Reported by Lois Spitzer....

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

Reported by Chelsea Tracy Bronson...4

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Instructional Sites

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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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Acknowledgements

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

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

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

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

Thanks are also extended to the Assistant Dean of Education, Pam Vaughan. Your contributions to the TEDU Program are a contributor to our success. The care taken to work collaboratively with PT & FT faculty does not go unnoticed and helps to provide our students with a well-structure curriculum. You ensure we the offering of a variety of courses

Academic Program Annual Report Template

Dean's Comments/Reflections/Look Forward

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

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

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

Look Forward : As the new regulations

Provost's Comments/Reflections/Look Forward