Rowan University College of Education Annual Report

2010-2011

A Learning Community in Action: Making a Difference

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It all started with the College of Education. Over more than 80 years ago, Rowan University began as a normal school with a mission to train teachers for South Jersey classrooms. Today, we continue pursuing our mission to prepare teachers for 21st century classrooms as well as to prepare other professionals to work in schools and educational settings with the primary purpose of impacting student learning.

The College of Education is dedicated to making a difference. We are about action. Our annual report will highlight some of the many ways our faculty exceed expectations in the way they work with students, pursue scholarship and engage in service. They model professionalism daily for their students. They don't spend a lot of time talking about what they do, they do it.

Our students are also very busy. They study hard and connect their classroom learning to their classroom practice. They are required to work with school children from beginning sophomore level to senior clinical practice, and they are required to present evidence that they have had an impact on the learning of the children with whom they work. In addition to their regular curricular activities, many of our College of Education candidates work with their professors on research and service learning projects. Some of these projects are contained in this Annual Report.

Essential to the preparation of action-oriented educators is our partnerships with schools. We currently have six professional development schools and several partnerships. Enhancing and strengthening our relationships with schools increases our impact on children's learning.

Finally, we are extremely proud of our alumni. Throughout South Jersey and beyond, they are making a difference. Several have been awarded Teacher of the Year recognition and many serve as school and district leaders in these difficult times. They serve as an inspiration to all Rowan candidates.

Times may be tough right now. Educators face several obstacles—lack of respect, few resources, lay-offs, etc. But in spite of these impediments to our work, we continue to strive to make a difference. People in other professions and vocations might give up under similar circumstances. Educators don't—they keep working for the sake of the children.

Our work may not be considered fancy or slick. What it is is important, real important!

Carol A. Sharp

Carol A. Sharp, Ph.D.
Dean

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MAKING A DIFFERENCE

DIFFERENCE
...Impact of our Faculty

Grant Awarded

Beth Wassell, Ed.D., associate professor in the Department of Teacher Education, with two colleagues from other universities, was awarded a $525,000 collaborative grant through the National Science Foundation's Research on Gender in Science and Engineering program. The research project, titled Gender and Science Proficiency for English Language Learners (G-SPELL), seeks to discover and describe the conditions and experiences that impact science learning for both female and male English Language Learners (ELL). The findings will be the disseminated to researchers, science teacher educators, K-12 educators, school administrators, and policymakers who can positively transform practices and policies to better support science learning for ELL students. Ultimately, these new understandings have the potential to increase ELL students' participation in science, technology, engineering, and mathematics (STEM) fields, particularly females, who are most significantly underrepresented in STEM majors and careers.

Research

S. Jay Kuder, Ed.D., professor and chair of the Department of Language, Literacy, and Special Education and coordinator of the certificate program in Autism Spectrum Disorders, presented *Lights, camera, action: Video & emerging technology for social skills* at the American Speech, Language, Hearing Association conference.

MaryBeth Walpole, Ph.D., associate professor in the Department of Educational Services, Administration, and Higher Education, presented *Program assessment to enhance student success in an honors program* with graduate students at the American College Personnel Association conference.

Steven C. Farney, Ed.D., assistant dean, and Ane Turner Johnson, Ph.D., assistant professor in the Department of Educational Leadership, presented *The dying money tree: A proposal for performance budgeting as an antidote to the crisis of state funding of higher education in New Jersey* at the Eastern Educational Research Association conference.

Karen Hutchinson, Ed.D., assistant professor in the Department of Teacher Education was awarded a $6,000 Rowan University grant to launch her research *Profiling bully tendencies in kindergarten: Cortisol as a biomarker.*

Douglas Mann, D.PE., associate professor in the Department of Health and Exercise Science, is investigating whether "brain training" can improve neuro-cognitive ability and perhaps prevent concussion or lesson post-concussion symptoms. Dr. Mann also published *Lower and Upper Extremity* evaluation CDs and textbooks.

Joy F. Xin, Ed.D., professor in the Department of Language, Literacy, and Special Education, presented with graduate students Michelle Connelly and Emily Hughes at the Council for Exceptional Children conference: *Parents' opinions of a statewide portfolio assessment for students with severe disabilities.*

Martha Viator, Ph.D., assistant professor in the Department of Teacher Education; Beth Wassell, Ed.D., associate professor in the Department of Teacher Education; and Tamara Sniad, Ph.D., former assistant professor in the Department of Teacher Education, are exploring the attitudes candidates hold regarding coteaching before and after a paired-placement practicum experience.

Janet Moss, Ed.D. (right) received the Rowan University Gary Hunter Excellence in Mentoring Award for going to extraordinary lengths to mentor students. Moss said her approach to mentoring students involves four ideals: caring, modeling, nurturing, and paying it forward. Dr. Moss is pictured with Karen Siefring, College of Business, who presented the award.

Impact of our Faculty

Research, continued

Hector Rios, Ph.D., associate professor and chair of the Department of Educational Services, Administration, and Higher Education and coordinator of the Counseling in Educational Settings Program, presented *Best practices in teaching counseling research* at the annual conference of the North Atlantic Region Association for Counselor Education.

Awards

The Health Promotion and Fitness Management undergraduate specialization was awarded the Distinguished Undergraduate Program Award for 2010 by the National Wellness Institute. The Award committee reviewed 278 health promotion undergraduate programs in the U.S. and selected three to receive this award.

Barbara Bole Williams, Ph.D., professor in the Department of Educational Services, Administration, and Higher Education and coordinator of the school psychology program was presented with the Lifetime Achievement Award by the National Association of School Psychologists. The award recognizes Williams both for her 30-plus years of commitment to children and for her major contributions to the field on a national level.

Janet Moss, Ed.D., associate professor in the Department of Teacher Education, received the Rowan University Gary Hunter Excellence in Mentoring Award, which acknowledges a member of the Rowan community who "goes to extraordinary lengths to mentor students in the spirit of Gary Hunter," a history professor at Rowan for 29 years.

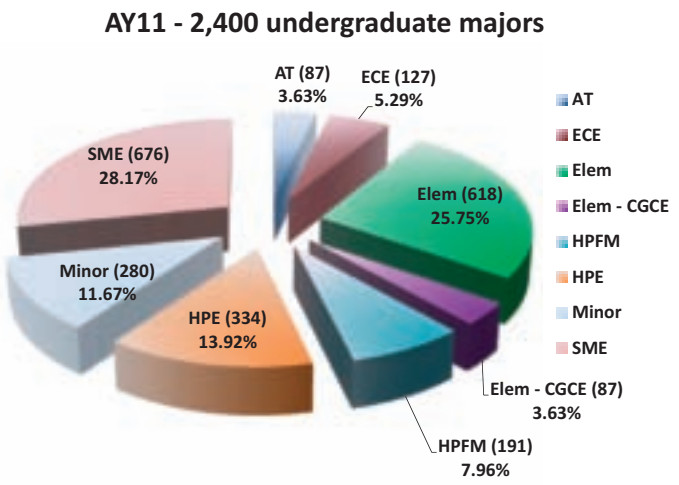
Monica Reid Kerrigan, Ed.D., assistant professor in the Department of Educational Leadership, was accepted as a Fellow for the 2011 National Summer Data Policy Institute. This competitive and fully funded institute provides fellows the opportunity to work with the datasets of the National Center for Education Statistics and National Science Foundation.

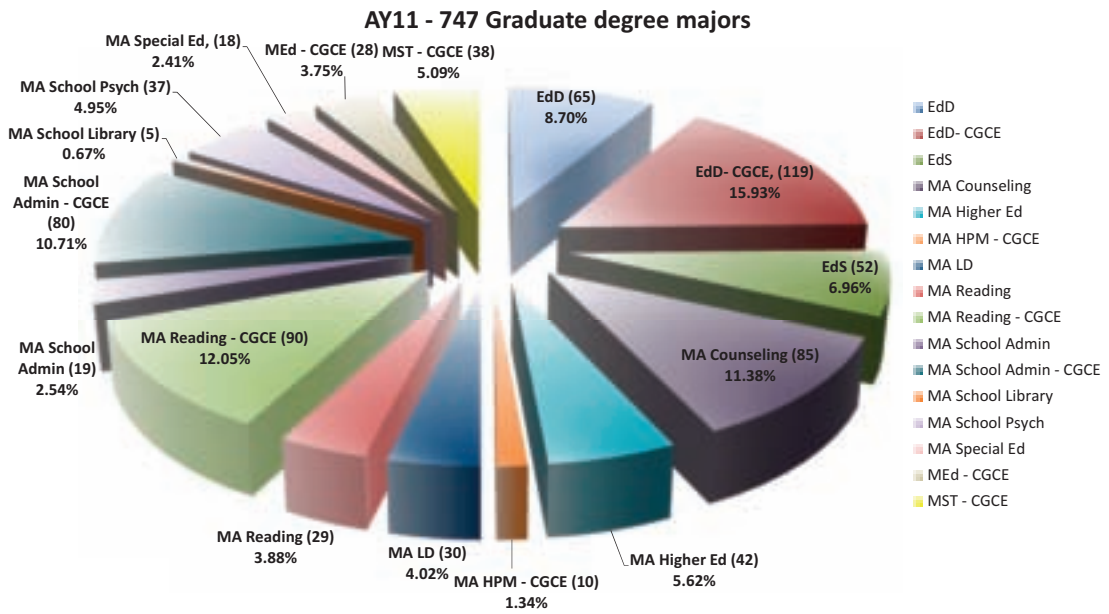
Ane Turner Johnson, Ph.D., assistant professor in the Department of Educational Leadership presents her work in Stellenbosch, South Africa. (Details page 11.)

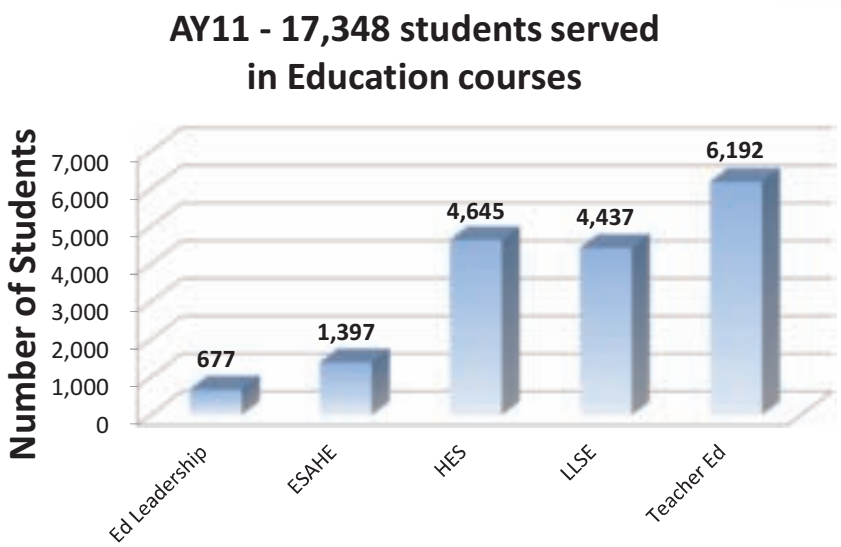
DIFFERENCE

...Through program offerings

Twenty-four programs housed within five departments (Educational Leadership; Educational Services, Administration, and Higher Education; Health and Exercise Science; Language, Literacy, and Special Education; and Teacher Education) served almost 20,000 students during Academic Year 2011 through a broad variety of courses across the spectrum of the field of education. As we have been since the founding of our university over 80 years ago, the College of Education serves as a learning community that impacts pre-service teachers, already established educators, and the community schools around us.







For more comprehensive information about each College of Education program, please visit: http://www.rowan.edu/colleges/education/programs/

DIFFERENCE
...In Community Schools

Valarie G. Lee, Ed.D., (upper right) assistant professor in the Department of Language, Literacy, and Special Education and PDS liaison to Johnstone Elementary School, facilitates a curriculum writing discussion during a day-long workshop at the Johnstone PDS.

Professional Development Schools

Professional Development Schools (PDS) are partnerships between schools and universities based on the ultimate goals of professional preparation of teacher candidates, faculty development, inquiry directed at the improvement of practice, and enhanced student learning. In each PDS the university students, faculty liaisons, classroom teachers, and the children in the schools can engage in long-term, on-going research-based initiatives that benefit all members in the learning community.

Rowan maintains six such PDS partner relationships, with: Holly Glen Elementary (Monroe Township), Johnstone Elementary (Vineland), Lanning Square (Camden), LEAP Academy (Camden), Sumner School (Camden), and West Avenue School (Bridgeton).

Thomas R. Myers, principal of Holly Glen, finds that his school's PDS relationship is mutually beneficial and positively impacts student achievement. "Because of our PDS relationship, teacher candidates who come here are more closely supervised and are a part of our school community over a greater length of time," Myers said. He finds this long-standing relationship helpful when the teacher candidates become potential employees. "The beginning teachers that graduated from Rowan University and gain employment at Holly Glen understand the needs of our students and the school community at large," he said.

In structured environments involving a site coordinator from the community school and a PDS liaison from Rowan, each PDS develops goals to strengthen the pre-service experience, in-service for current teachers, learning achievement for children, and research to further the field of education.

Progress of $3.2 Million Grant Award

After two years into its five-year award, the Garden State Partnership for Teacher Quality grant is well underway to reaching its goals. A collaboration between Rowan, William Paterson and Kean Universities, the multimillion dollar federal grant partnership was awarded to redesign both the teaching profession across New Jersey and the quality of education that urban students receive in high need subject areas.

Rowan's $3.2 million award, a portion of the larger $10.8 million grant, will be applied over five years to develop a teacher residency program, reform pre-baccalaureate programs and grow community partnerships. "The program ensures that we focus on meeting the needs of schools and children in high need, urban areas," said Jill A. Perry, Ph.D., associate dean, "while preparing highly qualified teachers with a dedication to urban education and expertise in areas of critical need."

Over the past two years, the College of Education solidified partnerships with four new Professional Development Schools (PDS), expanding its reach into the community and developing newfound partnerships from which to learn and grow.

Two cohorts of urban teacher residents (five from each year) entered the classroom, working four days a week at the LEAP Academy Charter School in Camden. The next five urban teacher residents have been identified and are ready to begin the 18-month residency program.

Camden resident and self-described "science guy," Alonzo Somerville, is grateful for the program. "This program is, by far, the best thing I've done in my professional career," he said. "This program allows professionals who felt lost in their chosen professions to go back to school to take up the passion they once had, but for whatever reason did not pursue."

Alonzo Somerville (center) discusses the rate of respiration in yeast cells with Richard, a student at LEAP Academy Charter High School. Somerville graduated with a master's in education and an English as a Second Language (ESL) certification after completing the 18-month long urban teacher residency program.

After graduating with a degree in biological sciences from Rowan in 2008, Somerville began working for Coriell Institute for Medical Research, a Camden-based independent non-profit research center dedicated to the study of the human genome. Somerville's work in the lab helped to grow therapeutic cells, so that they could divide into billions of cells and be sold to companies to test medical products. While Somerville enjoyed his work, he couldn't help but feel that something was missing. More and more he found himself fulfilled by his volunteer work, namely helping to coach the Camden High School football team and tutor its players in science.

Once he learned of the urban teacher residency program, Somerville jumped at the opportunity to continue his love of science in a different way. He applied to become a part of the first class of teacher residents. "One thing science does, it teaches you how to think. It teaches kids how to dig further for answers, through experimentation and discovery. It's a 'see it, feel it, touch it, experience it' sort of field, measurable and tangible—which tends to resonate more with kids," Somerville said.

Graduating in May with a master's in education and an English as a Second Language (ESL) certification, Somerville launched his teaching career as a science teacher in Overbrook High School in Pine Hill, which is considered a high-needs school by the state of New Jersey.

Perry said, "The impact of the program is that more teachers will be prepared to teach in all settings, including urban settings."

Grant Coordinator, Gloria Hill, Ed.D, echoed Perry's sentiments. "The challenges that exist in urban settings also exist in suburban settings," she said. In Hill's view, the grant will allow learning communities across the state to make key changes in how teachers are trained to address diverse learners. "This grant will allow us to expand our boundaries of what's possible," said Hill.

DIFFERENCE

...Future of Education

This past summer 26 high school juniors and seniors embarked on a journey that, for some, will be remembered as their first steps toward their intended future careers as educators.

The Rowan Urban Teaching Academy (RUTA) introduces students to the profession of teaching for the first time. Having just completed its third year, the free, two-week-long summer program is designed to attract students to the profession and shatter misconceptions about urban education.

RUTA was created to fill a need in communities across New Jersey. "We're expecting a national shortage of teachers in urban settings," said Steven C. Farney, Ed.D., assistant dean and RUTA committee member. "The need is especially acute in subject areas such as science, special education, world languages, bilingual education, and early childhood education," he continued.

During the August program students are exposed to an introduction of teaching, field trips to urban school settings, classroom observations, and the opportunity to create and teach their own lesson plan at Lanning Square Elementary School in Camden.

Sally Villa, a past RUTA participant and Camden resident, appreciated the urban emphasis of the program. "Everybody always wants to be a suburban teacher," Villa said. "Urban kids are sometimes underestimated and sometimes stereotyped. But this program enabled people to become more open minded about urban areas."

For application information visit www.rowan.edu/education/ruta

Rowan Urban Teaching Academy (RUTA) participants enter the classroom as pre-service teachers for the first time during the free two-week-long summer program. Here, Jasmine Cannon (left), Paulsboro, and Taylor Celenza (center), Marlton, help Lanning Square Elementary School teachers in Camden with reading lessons, as elementary student Naideliz Soto practices her newfound skills.

DIFFERENCE

...In our Communities

Local Service

Charles Brett, advisor in the Student Services Center, is chairperson of the Cumberland County College Board of Trustees. He also serves on a committee to bring Family Promise, a program to provide housing, education, and job seeking skills, to homeless families with children who live in Cumberland County.

In her Growth and Learning class, assistant professor in the Early Childhood Teacher Education program, Karen L. Hutchinson, Ed.D., implemented service learning projects to illustrate that children's play has cognitive benefits. Her fall semester class held a Play Day for the community; the spring semester class presented its work to the New Jersey Discovery Museum in Cherry Hill.

Xiufang Chen, Ph.D., associate professor in the Department of Language, Literacy and Special Education, connected the Students for Literacy Club to service opportunities such as: reading to preschool students at the Rowan preschool; participating in Rowan's Clean and Green environmental clean-up day; organizing holiday parties for children in Mullica Hill.

Christy Faison, Ed.D., professor in the Department of Teacher Education and Special Assistant to the President, and her students in the course Teaching in Learning Communities I (TLC I) spruced up the playground at Henry H. Davis Elementary School in Camden. Her TLC II class donated 100 books to the Davis School in honor of the school's 100 book challenge.

Patricia Alexy-Stoll, Ed.D., MIS/Certification specialist in the Student Services Center, has served on the Key Communicators committee in the Voorhees School District for seven years to provide feedback to the district superintendent. Dr. Stoll also serves on the Camden County Superintendent's Roundtable.

Co-counselors of the Kappa Delta Pi International Honor Society for Education, Corine C. Meredith, Ph.D., and Martha Viator, Ph.D., both assistant professors in the Department of Teacher Education, spearheaded the club's annual *Literacy Alive!* service event to promote literacy to more than 120 children.

...In the World Around Us

International Footprint

Soyoun Bae-Suh, Ph.D., associate professor in the Department of Teacher Education, presented *Home-School Relations* in Hangzhou, China at the Pacific Early Childhood Education Research Association conference.

Ane Turner Johnson, Ph.D., assistant professor in the Department of Educational Leadership, (pictured on page 3) presented on policy entrepreneurship in Stellenbosch, South Africa, at the conference for Rectors, Vice Chancellors, and Presidents of African Universities.

Guided by Marjorie Madden, Ph.D., Stacey E. Leftwich, Ph.D., Valarie Lee, Ed.D., Eileen Stutzbach, and Professor Emeritis Jane Sullivan, Ed.D., ten graduate students in the Co-Teach MST program traveled to Guatemala. In the multi-purpose trip they spent time in rural classrooms, shared American teaching practices with Guatemalan teachers, and presented at the International Literacy Conference in Guatemala City. The students presented *Dancing with texts: Life history performances show complex interactions between life and cultural contexts*. Dr. Leftwich presented *Using mentor text and comprehension strategies to teach creative writing*.

In many Guatemalan schools, especially the rural, poorly funded ones, teachers typically have no college education and do not generally employ standard, widely accepted teaching practices, like they do in the U.S. Rowan professors and graduate students presented pedagogical techniques to educators to utilize in their classrooms.

DIFFERENCE

...to Pre-Service Teachers

A wide variety of student-centered organizations and activities enhance our learning community, better preparing the educators of tomorrow. We are proud to share a few notable achievements:

Senior writing arts and elementary education major Heather Butler, of Williamstown, won the centennial essay contest sponsored by Kappa Delta Pi, the international education honor society. Butler won the Undergraduate/ Graduate Category for her work, *Special Education: Creating Opportunities, Reaching for Success.*

More than 40 Health Promotion and Fitness Management majors have been trained and are serving as fitness trainers to 25 clients in the Get FIT program, a fitness and nutrition intervention for adults with developmental disabilities and their caregivers. In its third year, the program partners with the Family Resource Network of New Jersey and is funded by the New Jersey Developmental Disabilities Council. Leslie Spencer, Ph.D., professor in the Department of Health and Exercise Science, coordinates the program, while two graduate students serve as supervisory staff.

Patty Bodak, a biological science and secondary education major from Ocean Township, co-chaired the annual Rowan University Relay for Life event again this year, with the goal of raising $50,000 for the American Cancer Society. As a student Bodak was also involved with the Thomas N. Bantivoglio Honors Concentration, served as the student building manager for the Chamberlain Student Center, and even traveled to Croatia, where she presented her research.

The Zeta Pi Chapter of Chi Sigma Iota was founded at Rowan on May 17, 2011. This International Counseling Honor Society's membership will comprise of students in the M.A. in Counseling in Educational Settings program.

Internationally recognized education experts Harry K. Wong and Rosemary Wong discussed methods teachers can use to increase student achievement at a free presentation sponsored by the Garden State Partnership for Teacher Quality. The presentation featured research-based, non-controversial basic information, along with techniques used by effective teachers.

Steven L. Cone, Ph.D., professor in the Department of Health and Exercise Science, works with undergraduates on how to connect technology to pedagogical practices.

Student Clubs

- Association of Worksite Health Promotion
- Athletic Training Club
- Chi Sigma Iota (Graduate Students International Counseling Honors Society)
- Early Childhood Education Club
- Elementary Education Club
- Health & Exercise Science Club
- Kappa Delta Pi (International Education Honor Society)
- Rowan University Graduate Student Organization
- Secondary Education Club
- Student Council for Exceptional Children
- Students for Literacy Club

DIFFERENCE
...Impact of our Alumni

Thirty-three years into his career, Donald A. Borden, superintendent of Audubon Public Schools, is still guided by the central tenet of his mentor, school psychologist and Rowan professor Barbara Bole Williams, Ph.D.: *"What is in the best interests of this child?"* The response always provides a practical, clear sense of how to proceed.

It is with that same down-to-earth attitude and sense of warmth that Borden guides both his career and his life.

Thanks to his father, a World War II veteran, Borden became an avid reader and history buff. Then, he had a history class that changed his life. His teacher, Borden said, "was so passionate, and he made it so real." A spark was ignited; Borden knew from that moment on that he wanted to become a teacher.

Borden has spent his entire career within the Audubon School District, as history teacher, special education teacher, athletic director, principal, and now, superintendent. With a bachelor's in history, certificates in social studies and special education, and a master's in educational leadership, no matter where his career takes him, Rowan's College of Education was able to serve his needs.

Despite his many educational contributions in these roles, Borden said, "I believe that preparing those who will be our legacy is our greatest contribution to the field." As a College of Education advisory council member, Borden helps to prepare the educators of tomorrow. Through his committee service he provides feedback to the College of Education on current trends, needs, and challenges within education, identifying gaps and offering practical suggestions so that the college can better prepare future educators.

College of Education graduate and history buff Donald A. Borden, superintendent of Audubon Public Schools, is a long-time member of the College's advisory council. Advisory council members provide feedback to the College of Education on current trends, needs, and challenges within community schools. The feedback helps the College strengthen programming to better serve the needs of schools and better prepare pre-service teachers.

DIFFERENCE
...Through their Generosity

We thank the following donors for their generosity to the College of Education. Following is a listing of donors to the College of Education from July 1, 2010 through June 30, 2011. Names with an asterisk indicate supporters who contributed $1,000 or more.

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