Members from the Office of Educator Support and Partnerships (OESP) are excited about the many events and activities during the spring semester. In this fourth issue of the office newsletter, I share updates and new faces.

Our Teacher Education Recruiter, Dr. Nedd Johnson has been busy. He has been working on recruiting up to forty potential IMPACT students who will participate in the application and interview process this spring. Dr. Johnson has also worked with a new school district interested in participating in our summer Rowan Urban Teacher Academy (RUTA).

Speaking of academies, we are hoping to add a new Teacher Academy to our pipeline. More details will be shared once the new academy has been confirmed. Our current academy at Williamstown High School is gearing up for year three. I had the opportunity to speak to student participants at a monthly after school meeting. I spoke about opportunities in higher education. This summer the students will be visiting Rowan for a full-day of activities that will help them understand teacher education.

Per the New Jersey Department of Education, the fall semester rolled out edTPA. Although the college has been implementing edTPA for several years, last semester was the first time it was used as a state assessment. We will use the data from the fall and spring submissions to improve our programs.

The Office of Clinical Experiences (OCE) has been hard at work collecting background clearances and finding placements for the new state mandated yearlong residency. As many districts still have questions about edTPA, OCE has been great in ensuring our teacher candidates are placed so that they are able to conduct their fieldwork.

The Professional Development Schools (PDS) Network may be growing next year. I am in talks with several districts who are interested in becoming a part of the network in the 2018-2019 academic year. More details will be shared in the next issue.

Lastly, The Praxis Lab is sorry to say goodbye to Diane Doorman. Diane stepped down as the edTPA coordinator. I want to use this issue to thank Diane for all of her support and efforts on getting the lab off the ground. Diane was instrumental in helping our new coordinator, Brandais White, take over the implementation of the lab.

All the best,
Dr. Stacey Leftwich,  
Executive Director, Office of Educator Support and Partnerships
New Faces in the OESP

In this edition the Office of Educator Support & Partnerships introduces two new faces, Karen Opar, Placement Coordinator in the Office of Clinical Experience and Dr. Lori Kroeger, Assistant Dean of Enrollment Management and Accreditation.

Karen Opar, Placement Coordinator for the Office of Clinical Experiences

Karen Opar is the Placement Coordinator for the Office of Clinical Experiences. Her main responsibility is overseeing undergraduate and graduate field, practicum, and clinical practice placements for students entering into the teaching profession. She also assists with supervising the placement specialist and assistants within the Office of Clinical Experiences. She is looking forward to working closely with her colleagues to inspire and create a cohesive and team oriented department. Karen received her BA from Fairleigh Dickenson University in Business Management.

Dr. Lori Kroeger, Assistant Dean of Enrollment Management and Accreditation

Dr. Lori Kroeger is the Assistant Dean of Enrollment Management and Accreditation. Prior to Rowan, Dr. Kroeger was a faculty member and Assessment Coordinator at the University of Wisconsin, Oshkosh. She is a member of the Stanford Center for Assessment, Learning, and Equity (SCALE), A National Academy of edTPA Consultant’s, providing professional development workshops to programs in various stages of edTPA implementation. Dr. Kroeger’s research interests include the measurement of knowledge, skills, and dispositions necessary to become effective teachers and school professionals. She is also interested in the use of the best practices for data collection, analysis, interpretation, and usage to make meaningful systemic changes. Most recently, Dr. Kroeger has authored the Curriculum Inquiry Training Manual for SCALE. This work conceptualizes a framework for systematically conducting a curriculum inquiry and alignment to edTPA and other constructs central to the mission and vision in College of Education.
Project IMPACT

IMPACT Application Process:
The Project Increasing Male Practitioners and Classroom Teachers (IMPACT) program is to increase the representation of males from racially and ethnically diverse backgrounds in teaching and respond to persistent opportunity gaps faced by young men from diverse backgrounds. Procedures for application to the program is as follows:

- Prior to seeking admission into the IMPACT Program, applicants must have met the admission requirements and applied to Rowan University.

Note: Applicants must complete a separate online application, specifically applying to the IMPACT program.

In addition to the application to the program, the following items must be submitted:

- High School Diploma and final transcript or General Education Development (GED) Certificate.
- Official copy of Scholastic Aptitude Test (SAT) or American College Testing (ACT) scores.
- Two letters of recommendation, one (1) from a teacher, guidance counselor or principal at the high school at which the diploma is earned, and one (1) from a person of the student’s choice who can address the student’s involvement in the community and/or potential for entering the field of education.
- An essay entitled “Why I Want to Impact My Community through Education,” which will address the student’s motivation for entering the field of education and the contributions he hopes to make to the profession and to the community as an educator.
- Following submission of the items above, an interview will be scheduled with prospective program participants to ascertain their potential for teaching and their interest in the program. There will also be an opportunity for clarification of any information submitted through the application process.

Men Of Color (MOC) Meetings Overviews

January Meeting Update
A Project IMPACT Student and MOC Network monthly meeting took place on Saturday, January 20th. The topic for this meeting included Fidelity. The questions asked were “How do you stay at the top of your game every day?” and “How to stay motivated in college?” The IMPACT students shared some tips on how to remain motivated throughout college.

February Meeting Update
Another Project IMPACT Student and MOC Network monthly meeting took place on Saturday, February 17th. Thank you to COE Dean Monika Shealey for visiting and sharing words of support and encouragement with scholars. The four IMPACT students who visited the Logan Township School District on February 9th shared their insights with the other students. The topic for this meeting included Identity and Self-Perceptions: Notions of masculinity. The questions asked were “Who am I? “and “What does it mean to be a male of color on a predominantly white college campus?” The IMPACT students shared some of their real life Rowan experiences which led to an extensive and animated conversation with their mentors.
COE Teacher Academies

Dr. Stacey Leftwich presented to 16 students who participate in the Williamstown Teacher Academy and/or Williamstown High School Future Teachers Club. Dr. Leftwich talked about opportunities in higher education. She walked the students through the COE’s college structure, sharing the role of a dean, associate dean, department chairs and other leadership roles in the college. Students were given opportunities to ask questions. Many were curious about how to become a college professor. Dr. Leftwich spoke about the different college Benchmarks and the importance of taking Praxis Core while the information learned in high school is still fresh in their minds. Dr. Leftwich ended her talk by giving out gifts from the COE.

edTPA

Update: Of the 144 candidates that successfully completed their portfolio, 12 candidates submitted late but they were all successful on their first try. Although some candidates received condition codes and had to resubmit at least one task; all were successful on their second try. In light of these results, changes to improve the successful completion rate on the first try for this spring semester are being made on the program level. Most of the changes involve professional development regarding the requirements and the process for submitting edTPA for the faculty working with interns.

Office of Clinical Experiences

As a result of feedback from our district partners, the COE implemented a new policy in June of 2017 mandating that all candidates provide a New Jersey Department of Education criminal history clearance, utilizing the “substitute teacher” category prior to entering any clinical experience placement, from early field experiences up to and including clinical practice.

Upcoming Deadlines:

Criminal History Clearances for fall 2018 placements are due no later than July 1, 2018.

Spring 2019/Fall 2019 Clinical Practice applications will be accepted from May 1-May 31, 2018.

Spring is a time of renewal and new beginnings. The spring 2018 semester has brought a welcomed renewal of our placing relationship with the Camden City School District, strengthening the College of Education’s commitment to social justice, equity and diversity. The clinical interns are excited to have this opportunity to learn from the passionate and dedicated educators as well as the eager young students within the Camden City School District.
Professional Development Schools

Dr. Leftwich has been visiting several districts that have applied to become PDSs next year. She presented to Commercial Township, Cherry Hill Township and the borough of Glassboro.

Together with PIRs, she presented the benefits of becoming a PDS. Dr. Leftwich and the PDSs Search Committee will be interviewing school-based instructors applicants who will serve as PIRs during the 2018-2019 school year.

CASE Conference

PIRs Natoya Coleman, Gina Heller and Eshe Price participated in the Center for Access, Success and Equity (CASE) conference at Rowan University in February. Their presentation title PDS and Research was about educating their audience on the work they are doing at their assigned PDS and how this work is being turned into research. The PIRs hope to share this work at next year’s National PDS Conference.

PDSs participated in 69th annual Read-In Chain

In February, all of the PDSs hosted an African American Read-In event. The Read-In is the nation’s first and oldest event dedicated to diversity in literature. The Black Caucus of the National Council of Teachers of English established the event in 1990 to make literacy a significant part of Black History Month. This initiative has reached more than 6 million participants around the world and PDSs did their part by inviting readers from Rowan and the PDS school districts.
Cherry Street School

Cherry Street School had community members, families, officials and staff read to every class (K-8th grade) of students at Cherry Street School. The students loved the experience, as did the readers. They started the day with a brief overview of explaining the history of the event and a sample format that the readers could follow, if needed. Each reader had their own style and flair. After the readers were finished they were debriefed and shared snacks. A good time was had by all.

Dorothy L. Bullock School

Dorothy L Bullock School hosted an African American Read-In on February 23rd. Rowan participants included Dean Shealey, Drs. Leftwich, Johnson, Viator, Browne, and Mrs. Price. In addition to the Read-In, the third-grade International Club members and third-grade Honors Choir hosted a Black History Month assembly for students and families. The audience enjoyed acts on Wangari Maathai and Henry Box Brown, African dance to tribal drums of Africa, poetry by Langston Hughes, spirituals and the Black National Anthem. The students even led a march, which received a standing ovation from the audience. The African American Read-In was a great success. A special thank you to the Rowan faculty and US Coast Guard for their participation!

J. Harvey Rodgers School

The children rotated through each classroom at J. Harvey Rodgers School. In one room they discussed Martin Luther King Jr. and his dream. They made a quilt square for a Pre-K friendship quilt. In another room they discussed African American inventors and made a stop light. In the last room they talked about African American artists and they danced to their music.
Thomas E. Bowe Elementary School

The event at Thomas E. Bowe was organized by fourth grade teacher Mrs. Cyndy Wiggins. The morning began with fifth graders sharing their expertise on famous African Americans in history, a song performed by the choir, and a breakfast. Mrs. Wiggins introduced and thanked all of the community members who were in the audience and provided everyone with directions on how the day was going to unfold. Readers were escorted by "African American Student Ambassadors," and students enjoyed a day full of African American community members reading African American-themed books.

West Avenue School

West Avenue School enjoyed a great African American Read-In Day on February 26, 2018. Eighth grade volunteer readers visited grades K-4 classrooms, accompanied by Professor-In-Residence Madji Fall. Mr. Sam Hull, Principal, and Ms. Monica Poland, Assistant Principal, took part in the event.

West Deptford Middle School

This year, West Deptford Middle School welcomed distinguished guests from Rowan University, Gloucester County, and the community to celebrate black voices in literature. Dean Shealey, Drs. Nedd Johnson, Stacey Leftwich, Susan Browne, Jim McBee, Ms. Chantell Shorter, and Ms. Ariana Tucker were special guest readers. The school students and teachers enjoyed hearing from the readers, and the school looks forward to making this an annual event.

Quarter Mile Lane School

The first African American Read-In at Quarter Mile Lane School was a great success!! Over 20 guest readers participated, as well as students and staff from within the building. Every classroom had a guest reader visit, or they participated in Socratic Seminars based on a week's worth of reading African American texts. The School was lucky to have two Bridgeton Board of Education members (Ed Bethel and Erica Mosely) and two district Administrators (Barbara Wilchensky and Dr. Eniola Ajayi). Also welcomed were two special guests, Judge Demetrica Mood-Ruiz and NJ Secretary of State Tahesha Way!
Outreach Activities & Praxis Lab

**Community College Forum**

On October 18, 2017, Dean Monika Shealey welcomed twenty-three community college guests to the COE. She shared how the college is engaged in continuous improvement efforts and is focused on building infrastructures and systems to level the accreditation in a more systematic way. Hence, the purpose of the forum was an opportunity to discuss the mission of creating a 2+2 pathway, 2 years at the community college and 2 years at Rowan. Representatives from the college’s Elementary Education and Early Childhood Education programs were on hand to share drafts of a Singular BA in Education option. More details of the latter is shared below.

Also this spring, Dr. Leftwich met with program coordinators and advisors of HPE, Music, Art, Elementary, and Early Childhood programs from the community colleges to discuss seamless pathways for transfer students to complete their programs in four years. Together the group mapped out courses that transfer students should take at the community colleges to make their transition to Rowan University seamless.

**Teacher Education Advisory Committee (TEAC)**

On December 6, 2017, partners from across the university met at their quarterly meeting. The members learned about a Singular BA Option in Education, which is the COE’s attempt to create a pathway that will help students complete their degree in four years. Sample course sequences for the Elementary and Early Childhood programs were shared. Many courses in the sequences are meant to help students prepare for the Praxis II examination. The COE is working with partners to create Certificates of Undergraduate Study (CUGS), a set of five courses that give students options to select a focus of study.

**Praxis Lab**

During the Fall 17 semester, the Praxis Lab served 146 students, with a total of 359 sessions. On average, students gained 20 plus points after attending the Praxis Lab as they received help in preparing for the Praxis Core exam. The Praxis Lab Coordinator, Brandais White, presented in various educational classes and club meetings. The first ever Praxis Core Boot Camp and Re-Boot Camp workshops were offered. The Boot Camp ran with a total of 15 students, while the Re-Boot Camp had 12 students for math, 8 for writing, and 6 for reading. In the future, the Praxis Core Boot Camp will be offered both face-to-face and online.

**Special Thank You**

Thank you Diane Doorman for all of your support and efforts for getting the lab off the ground! Diane was instrumental in helping our coordinator, Brandais White, take over the implementation of the lab.

WE JUST WANT TO SAY A GREAT BIG THANK YOU!