

90 Years of Excellence





A student in a demonstration school in the 1960s.



TOP LEFT: Archival photo of education students in the library in Bunce Hall.

BOTTOM LEFT: The first faculty photographed on the steps of Bunce Hall (then known as College Hall), circa 1924.

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Message From the Dean

This year we celebrated the College of Education's 90-year history of educating teachers for South Jersey and beyond. While we proudly embrace this important legacy, we are building upon our accomplishments as we expand our mission.

During the last year, we explored how the College will continue to evolve in concert with the University's priorities and respond to the needs of its local, regional and national constituents.

This annual report features a few major areas central to our identity. First, as our nation focuses on the importance of attracting students to science, technology, engineering and mathematics careers, we are examining the educational aspects of this mission. Second, in an increasingly global educational environment, we will capitalize on new opportunities to strengthen international education.

Third, the College is reframing its focus on urban education, emphasizing that all of the districts we serve — urban, suburban and rural districts — struggle to serve the same group of students who are traditionally marginalized, including those who live in poverty, speak English as a second language or have disabilities.

Fourth, the College is looking at innovation in education. For example, this year we continued to pilot the TLE TeachLive™ Lab, enabling teacher candidates to hone their skills while working with diverse learners in simulated environments.

As my first year as dean draws to a close, I'm excited to report that we have a new vision, which is to be a leading force in preparing and supporting reflective practitioners to use education to transform our global society. In addition, our mission statement, which will be refined during the coming year, remains focused on the central themes of knowledge, diversity, technology and impact. Our annual report reflects a commitment to continued excellence in service and innovation in education.

In service,

A handwritten signature in black ink, appearing to read 'M. Williams Shealey'. The signature is stylized with overlapping loops and a long horizontal stroke at the end.

Dr. Monika Williams Shealey
Dean



Be a
Good
Listener

Be
Respect-
ful

Help
Each
Other

Friends and
get to
yourself

Dr. Corine Meredith

Dr. Stacey Leftwich

Dr. Theresa Purcell Cone

Trailblazing in Education Innovation

Since its founding in 1923, Rowan University's College of Education has been at the forefront of education and continues to lead in education innovation.

Fast Track to Success

Reading education students are just one segment reaping the benefits of these advances.

Although the College of Education began offering online courses several years ago, the M.A. in Reading Education Program now provides a unique twist with two online options: a reading specialist track, for those earning a reading specialist certification, and a reading practitioner track.

Students opting for the first track, which offers a hybrid approach, complete online course work during the week and campus courses on weekends.

“Our program is probably one of the few where our students are leaving with not only a master’s in reading education or literacy education, but they are also receiving a specialist’s certification,” said Dr. Stacey Leftwich, program coordinator and associate professor, Language, Literacy and Special Education. “Several online programs do not provide the specialist component, and that’s important.”

The reading practitioner track is offered in an accelerated online format.

“That’s one way that we’re trying to be more innovative as well as work with our student population as people’s schedules become increasingly busy,” Leftwich said.

Building for the Future

Nearly two years ago, the Holly Glen Elementary School in Monroe Township, a College of Education Professional Development School (PDS), launched a year-long internship model. Rowan students take the 16-week Differentiated Literacy Instruction course, in which they tutor struggling readers, and then apply to work with the same cooperating teacher and students to complete the year.

Left: Dr. Theresa Purcell Cone, Dr. Corine Meredith and Dr. Stacey Leftwich (left to right) are only three professors of the College who enthusiastically bring innovative concepts to education.

Right: Dr. Theresa Purcell Cone challenges students to unite in dance with teens and young adults with special needs from the Kingsway Learning Center.

Revolutionizing Education

The College is brimming with faculty members who advance innovation in education, including:

Dr. Theresa Purcell Cone, associate professor, Health and Exercise Science Teacher Certification program, teaches content and instructional strategies for including dance in the physical education curriculum and a course focused on content, program development and strategies for teaching individuals with disabilities in physical education, dance and recreation activities.

Dr. Corine Meredith, assistant professor, Teacher Education, is professor in residence at the Edward R. Johnstone Elementary School in Vineland, a Rowan PDS that received a National Association of Professional Development Schools Award for Exemplary Professional Development School Achievement. She leads innovative teaching and learning opportunities, such as the Honors Clinical Practice cohort, Tiered Lesson Study Groups and a pilot of the Triad Collaborative Model for Clinical Practice.





The program has been overwhelmingly successful, said Leftwich, who is professor in residence at the school. “All of the students who have gone through the year-long internship model have obtained jobs,” she said. “These students have come out not only talking the talk, but also walking it. I have talked to principals who have interviewed students who completed the program, and they say that they view them as having the same status as first-year teachers.”

PDSs are designed to address four components: promote professional development for the faculty and staff at the school, professional development for teacher candidates, achievement for the school students and research. “Our PDS has addressed each of the four components,” Leftwich said. Each year Rowan faculty attend the national PDS conference. The Holly Glen Elementary School was one of two Rowan PDSs receiving the National Association of Professional Development Schools Award for Exemplary Professional Development School Achievement in 2013.

Commitment to Area Students

As Rowan prepares the teachers of tomorrow, it has a steadfast commitment to students in the region.

For example, through the summer campus reading clinic, graduate and undergraduate students tutor readers from area schools. “Rowan students are using the latest assessment tools to diagnose literacy problems and help the clinic learners reach success,” Leftwich said.



Holly Glen Elementary School in Monroe Township is a Professional Development School for Rowan University.

Graduate students Claudia Gentzow (left) and Heather Moore take their lessons for a spin, testing them on avatars in a virtual reality setting, the TLE Teach Live™ Lab. This program was established through a partnership with the University of Central Florida.

Empowering Urban Educators

College of Education faculty such as Dr. Susan Browne, Dr. Kathryn McGinn and Dr. Hector Rios (left to right) continue to explore new ways to solve the challenges facing urban educators.

Dr. Susan Browne

Dr. Kathryn McGinn

Dr. Hector Rios

Students in Rowan's College of Education are learning firsthand about the rewards that come from teaching in an urban school district. The college's commitment to urban education is longstanding ... and growing.

"The College of Education is committed to ensuring that all education professionals have the knowledge, dispositions and skills to effectively work with all learners, particularly those from economically fragile settings such as Camden," said Dr. Hector Rios, associate professor, Educational Services, Administration and Higher Education, and coordinator of the School Counseling Program.

Channeling Resources

Through one of the College's newest initiatives, Rowan students now can earn a master's degree in school counseling on Rowan's Camden Campus, bringing valuable resources to the city's schools.

The first part of this three-stage program was launched in January, with the introduction of the practicum class on the Camden campus. As the program is rolled out, two classes will begin in the fall and then the entire program in spring 2015.

Graduate students seeking to become school counselors are required to devote 700 hours to field experience within the schools. Rowan intends to enroll 10 students during the first year, who will provide 7,000 hours of service, Rios explained, whereas the goal of the second year is to enroll 20 Rowan students.

"From the second year on, we will provide 14,000 hours of direct services to students, teachers and parents in the city schools," he said. "That is a tremendous contribution that Rowan is making in terms of providing services."

As students apply their knowledge and skills, they gain hands-on experience with the challenges and opportunities in this environment. "They will develop an additional set of skills that students who are not in an urban environment will not get," Rios said. "They will be more prepared to address issues of social justice, issues of equity and diversity. So they will be growing in those three areas."

Supplementing School Services

As Rowan students develop their expertise, children in the schools receive additional attention and support through school counseling. "We support

students in their academic programs and in their social adjustment in the elementary and middle schools, so children will benefit from increased resources to help them to be successful in school and also to adjust socially," he said.

"The Camden schools already provide those services for students. We are bringing additional resources to the table," Rios said. "Kids will benefit because they will have more adults to help them succeed in school."

High school students planning for college and careers also obtain additional guidance. "They will benefit from having more support in the whole process of identifying their strengths, identifying who they are and how they fit into the world of work," Rios said. "They will have more resources to help them set goals and plan to enter higher education."

"In sum, our involvement with the Camden Schools will be of benefit to both Rowan counselor candidates as well as the Camden schools, their children and their families," he said.

Exploring Opportunities and Challenges in Urban Areas

Addressing the challenges of urban education is a labor of love for College of Education professors, including:

Dr. Susan Browne, associate professor, Language, Literacy and Special Education, has served as a clinical supervisor, professional developer and practitioner resident in Camden schools. She is currently a literacy partner with the Center for Family Services Head Start in Camden and a member of the College's Urban Interest Group.

Dr. Kathryn McGinn, assistant professor, Teacher Education, earned her doctorate in education with a focus on urban schools and school reform. Her dissertation explored parental engagement in a small urban district, and she recently co-authored an article on this research, which was published in *Urban Education*.



Dr. Nancy DeJarnette

Dr. Beth Wassell

Dr. Kara Ieva

Dr. Jill Perry

Igniting Interest in STEM Education



Dr. Issam Abi-El-Mona

Faculty members, such as Dr. Nancy DeJarnette, Dr. Beth Wassell, Dr. Kara Ieva, Dr. Jill Perry and Dr. Issam Abi-El-Mona (left to right), explore new ways to kindle interest in STEM careers.

Sparking Excitement for STEM Careers

College of Education professors continually find innovative ways to engage students in STEM pursuits, including:

Dr. Nancy DeJarnette, assistant professor, Teacher Education, partnered with Dr. Kauser Jahan of the Rowan University College of Engineering in its Engineers on Wheels program to introduce the excitement of engineering to area middle school students through hands-on activities.

Dr. Kara Ieva, assistant professor, Educational Services, Administration and Higher Education, is coordinator of the Aim High Science & Technology Academy. In 2013, she received the Social Justice Award from the North Atlantic Region of the Association for Counselor Education and Supervision.

Dr. Jill Perry, associate professor, Teacher Education, teamed with Ieva and Dr. Eric Milou, mathematics, to attain a grant to fund expansion of the Aim High program. Dr. Jennifer Kay, computer science, joined Perry and Ieva to launch this program for rising junior high school students.

Dr. Beth Wassell, associate professor, Teacher Education, has worked with English language learners in STEM education efforts, recently publishing a paper on her research. She received a 2013 Rowan University Wall of Fame Award for Excellence in Teaching.



Dr. Monika Williams Shealey, dean, and Dr. Ali Houshmand, University president, observe students participating in activities through the Aim High program, a collaboration between the College of Education and Rowan's Camden campus. The program helps underserved students prepare for college and introduces them to STEM careers.



Tomorrow's teachers will be charged with the daunting task of equipping future students with the math and science skills they will need to address the technological challenges of the future.

"On a global scale, the U.S. is falling behind with respect to science, technology, engineering and mathematics (STEM) professions," said Dr. Issam Abi-El-Mona, associate professor and chair of the Teacher Education Department. "So the nation is moving towards developing more professionals in the fields of science, technology, math and engineering. To do that, it has to start at elementary, middle school and high school levels."

The College of Education recently organized a STEM Education Special Interest Group to promote and address STEM initiatives with schools and across colleges. Abi-El-Mona noted that the college is taking various initiatives to promote STEM education. These include connecting with various colleges on campus and area schools to explore STEM opportunities.

STEM Networks

The College of Education is collaborating with area schools to develop STEM-based programs. For example, it recently submitted a National Science Foundation proposal for the Bridgeton and Clearview school districts for a three-year project to develop math and science STEM curriculum. In these programs, students will focus on community challenges and develop solutions to those problems. Through such a project, Rowan will help teachers build STEM networks that rely on Rowan as a resource, Abi-El-Mona said.

The College also presents the Aim High Science & Technology Academy, inviting students from urban high schools to help develop their content knowledge in STEM. A similar academy targeting middle school students is also in place. "The point is to try to encourage the disposition towards STEM professions and empower teachers to help students understand what STEM is about and the direction the nation is taking."

Other recent initiatives include an elementary engineering family night, engineering in literacy for early childhood and, launching this summer, a STEM master's program, as well as others.

Broadening the Impact

Furthermore, the College is widening its STEM efforts. "Nationwide, there are few STEM programs that target early childhood and elementary levels," Abi-El-Mona said. "In the future we will focus on early childhood as well as elementary programs more substantially."

The influence of these programs will be far-reaching. "Our goal is to focus on STEM education and develop initiatives that will positively impact P-12 learners, their families and communities in urban, rural and suburban areas," Abi-El-Mona said.



The Aim High Science & Technology Academy includes hands-on STEM-oriented activities.

Advancing Global Education



Dr. Jill Schwarz



Dr. Ane Turner Johnson



Dr. Joy Xin

As they prepare for the classroom of the future, it is critical — now more than ever — for education majors to expand their global outlook.

“It is very important to tell our students, ‘You are living in a 21st-century society, so you have to prepare yourself to compete with people in other countries to work in an advanced society,’” said Dr. Joy Xin, professor, Language, Literacy and Special Education, and a Teaching the World Fellow for Rutgers University Graduate School of Education for the 2013-14 academic year. With this fellowship, Xin was invited to several seminars discussing global teacher education as well as to present in this year’s Teaching the World Forum for New Jersey Teacher Educators in April.

Although many students will land positions in the U.S., Xin said, others may work in other countries or hold positions requiring them to understand the cultures of other countries. “We have to prepare our students,” she said.

The Global Classroom

Through Xin’s grant, she and two other faculty members began integrating global content into two undergraduate and one graduate special education course during the spring semester.

“According to New Jersey’s 21st-century Core Curriculum Content Standards, global content should be included, as well as diversity,” Xin said. “Therefore, we encourage students to develop lesson plans that include global content.”

Cultural Understanding

To broaden students’ international experience, the College of Education is exploring potential programs that would allow education students to fulfill their field experience requirements abroad, becoming immersed in a new culture as they gain clinical experience.

In a trial program, the College is virtually supervising students completing their field experience in other parts of New Jersey. If this is successful for these students, Xin said, the College will be able to virtually supervise students teaching abroad.

Faculty members such as Dr. Jill Schwarz, Dr. Joy Xin and Dr. Ane Turner Johnson (left to right) expand students’ perspectives through global initiatives.

International Collaboration

During the spring semester, Xin traveled to China to participate in an international survey focusing on global awareness and citizenship to obtain students’ opinions on different cultures and ways to resolve global conflicts. Other members of the team surveyed students in numerous other countries, including South Korea, New Zealand, England and Australia, and results will be compared.

“The goal is to let students understand how to become global citizens,” she said. “You have to have an open mind. You have to be inclusive. And you have to be collaborative. So those skills are very important for college students, no matter what their major, no matter what they are doing in the future.”

Expanding International Perspectives

The College of Education instills a global perspective in tomorrow’s education professionals through accomplished professors, including:

Dr. Ane Turner Johnson, assistant professor, Educational Leadership, in her research and presentations, has focused on entrepreneurial practice in education, post-conflict education policies, and university peace building and development. She specializes in sub-Saharan Africa and qualitative methods.

Dr. Jill Schwarz, assistant professor, Educational Services, Administration and Higher Education, will travel with students from the College of Education to India, where they will volunteer in village schools. Schwarz also served as a delegate for People to People and, through a program at The College of New Jersey, taught graduate courses in Hsinchu, Taiwan, and Mallorca, Spain.



Dr. Ane Turner Johnson conducted research on conflict, peace building and public higher education in Kenya in August 2013 with Dr. Eunice Kamaara, professor, at Moi University in Eldoret.



Sarah Barner

Discovering a Passion for Urban Education

The teaching bug bit Sarah Barner, '17, during summer vacation before her senior year of high school — more than a year before she joined the freshman class as an elementary education and literacy studies major.

That summer, not knowing where her career plans would take her, Barner participated in the two-week Rowan Urban Teacher Academy, which is designed to introduce high school students to opportunities in urban education.

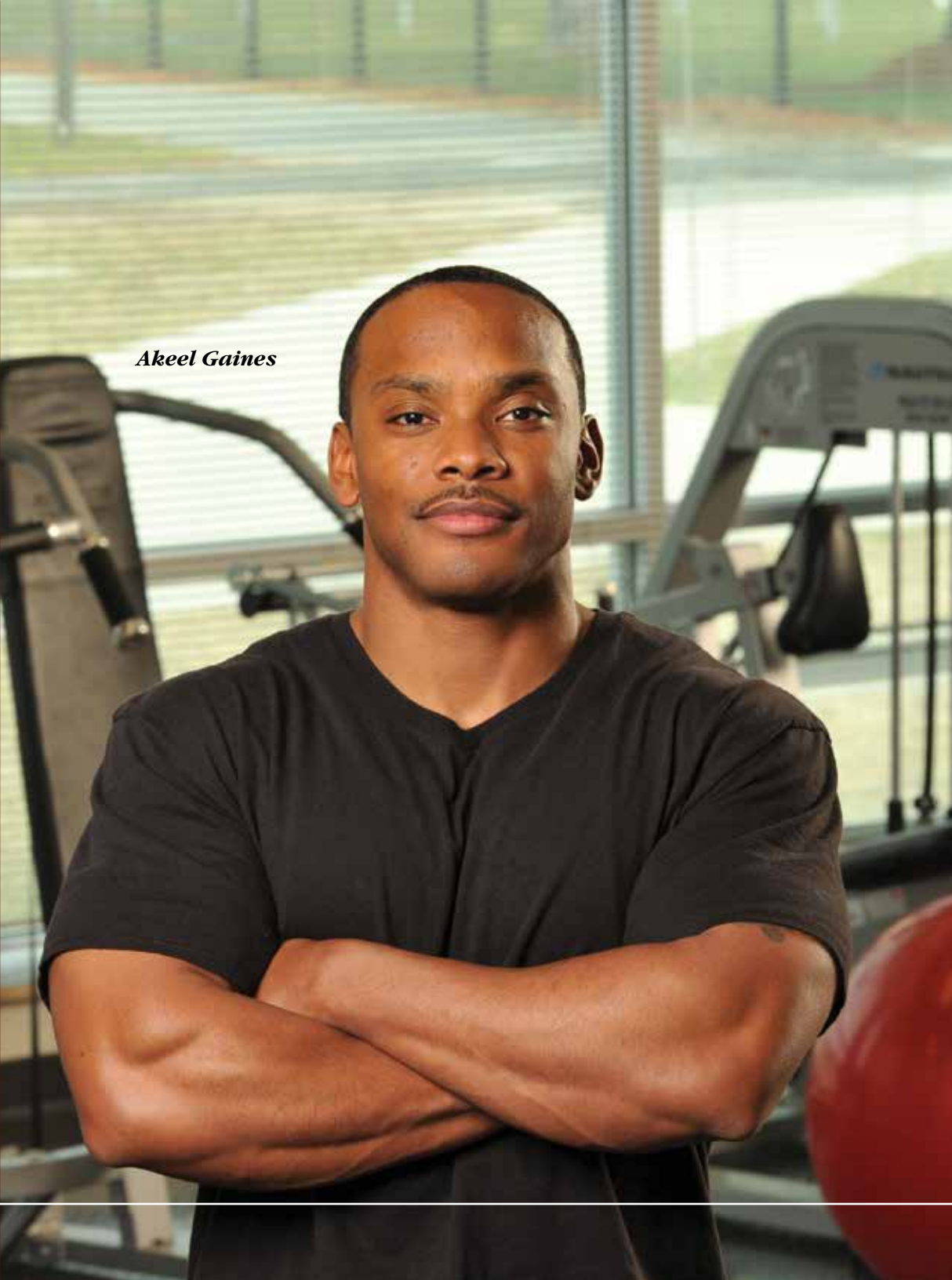
“It helped me decide that teaching was the perfect career for me,” said the Gloucester Township resident.

“You could actually see yourself making a difference,” said Barner, who worked with a kindergarten “buddy” in the City of Camden. “From that I decided that I wanted to be a teacher and that I wanted to teach in an urban setting.”

Barner can't wait for the opportunities ahead. “I think if I can work with elementary school kids and really show them the joy of education and all the opportunities that are out there for them, it would make a huge difference for them,” Barner said.

“Rowan has such a good education program,” she said. “I heard that even before I got here, and when I arrived, it really solidified it for me. All of the professors are really hands-on with everything that you're learning.”

Barner explained that many of the professors are very generous in offering advice and professional contacts in education. “They know what's going on in the real world and they're not afraid to help you,” she said.



Akeel Gaines

Building Stronger Minds and Bodies

An avid fitness buff enrolled in the College's M.A. in Wellness and Lifestyle Management Program, Akeel Gaines, M'15, is eager to help Americans become healthier and more fit.

It's a daunting goal, especially considering the responsibilities he juggles as a sergeant first class in the U.S. Army, husband and father of three — with a baby on the way. Gaines has long enjoyed working out at the gym, but he recognized the need for greater fitness education for the entire population.

"I used to provide personal training one on one, and I found that personal training for an hour is just not enough," said the Mays Landing resident. "I want to be able to have the opportunity to spend more time and help them with more than physical fitness, but also work with them mentally, spiritually, emotionally. All of that has an effect on your personal health."

To achieve this goal, Gaines began searching for programs and found that Rowan provided exactly what he needed. "It is giving me the tools to be able to set up programs and help in the healthcare arena," he said.

Fortunately, Rowan also provided the flexibility he required. "The fact that they had the technology to offer this entire program online was really beneficial for me," he said. "If not, I may not have had the opportunity to get involved." After he is discharged from the Army and earns his degree, Gaines plans to work in a hospital, fitness facility or other program, helping others reach their fitness goals.

"I believe as each individual gets healthy, then as a whole we can all be healthy," he said.

In Appreciation

We thank the donors who contributed to the College of Education or funded scholarships and programs that benefited education students.*

By making a gift to the College of Education, you are not only supporting the next generation of educators, but providing them with innovative technology and opportunities for continued growth and success.

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