

Access,
success and equity ...
turning
research
into practice.

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A secondary education and English major, Darcy Lucia, '15 (cover and at right), is one of more than 3,800 students enrolled in the College of Education.

Message From *the Dean*

It's an exciting time in Rowan University's College of Education. For more than 90 years, we have been dedicated to excellence in education. Our legacy in preparing teachers for South Jersey and beyond is well established. This year, we launched a number of initiatives, which emphasized our commitment to innovation, collaboration and impact.

Over the past year, we have been deeply engaged in curriculum redesign efforts, developing and strengthening our partnerships and preparing for our national accreditation visit.

This annual report features a few major projects that underscore our desire to increase our national visibility in addressing issues of access, success and equity.

We are proud of our efforts to develop meaningful relationships with our colleagues across the University. As you will see, we initiated research and program development projects in medical education. In addition, we are responding to the needs of our P-12 partners by developing and redesigning programming.

We also are living out our vision and mission each day through our engagement with diverse communities. Further, our students have worked with diverse communities in their courses and clinical experiences, as well as in the area of service such as the India project.

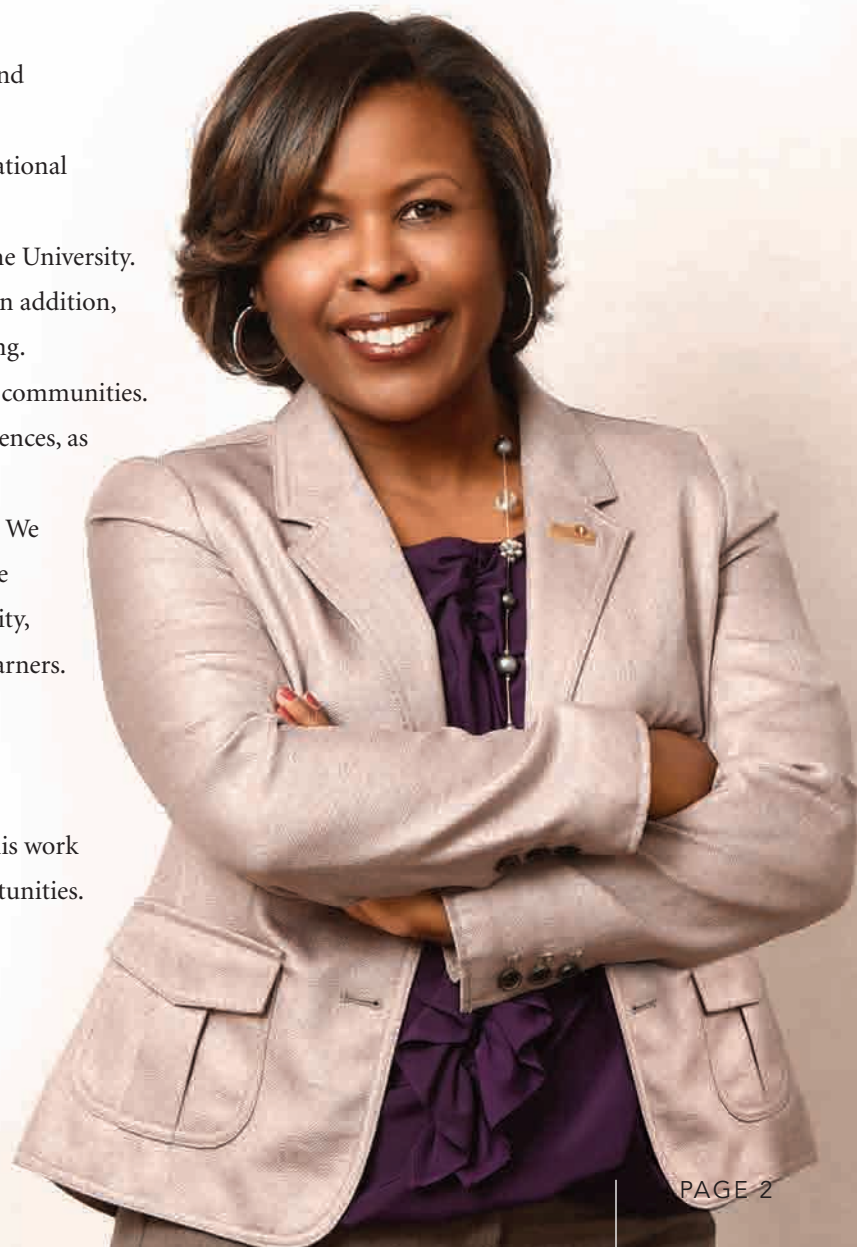
Throughout the College, our faculty are engaged in local research with national implications. We are collaborating with colleagues across the state to address critical educational issues such as the persistence of teachers in urban settings. The field is grappling with how to address teacher quality, particularly in urban settings, which influences our ability to ensure positive outcomes for all learners.

Finally, we continue to celebrate our students and their thirst for knowledge and passion for transformation. Without our generous donors, we would not be able to support and mentor high-performing students with financial challenges.

Our new tagline is: Access, Success and Equity ... Turning Research Into Practice. We hope this work reflects our ongoing commitment to building bridges that result in equitable educational opportunities.

In Service,

Dr. Monika Williams Shealey
Dean







Promoting *Interprofessional* Development

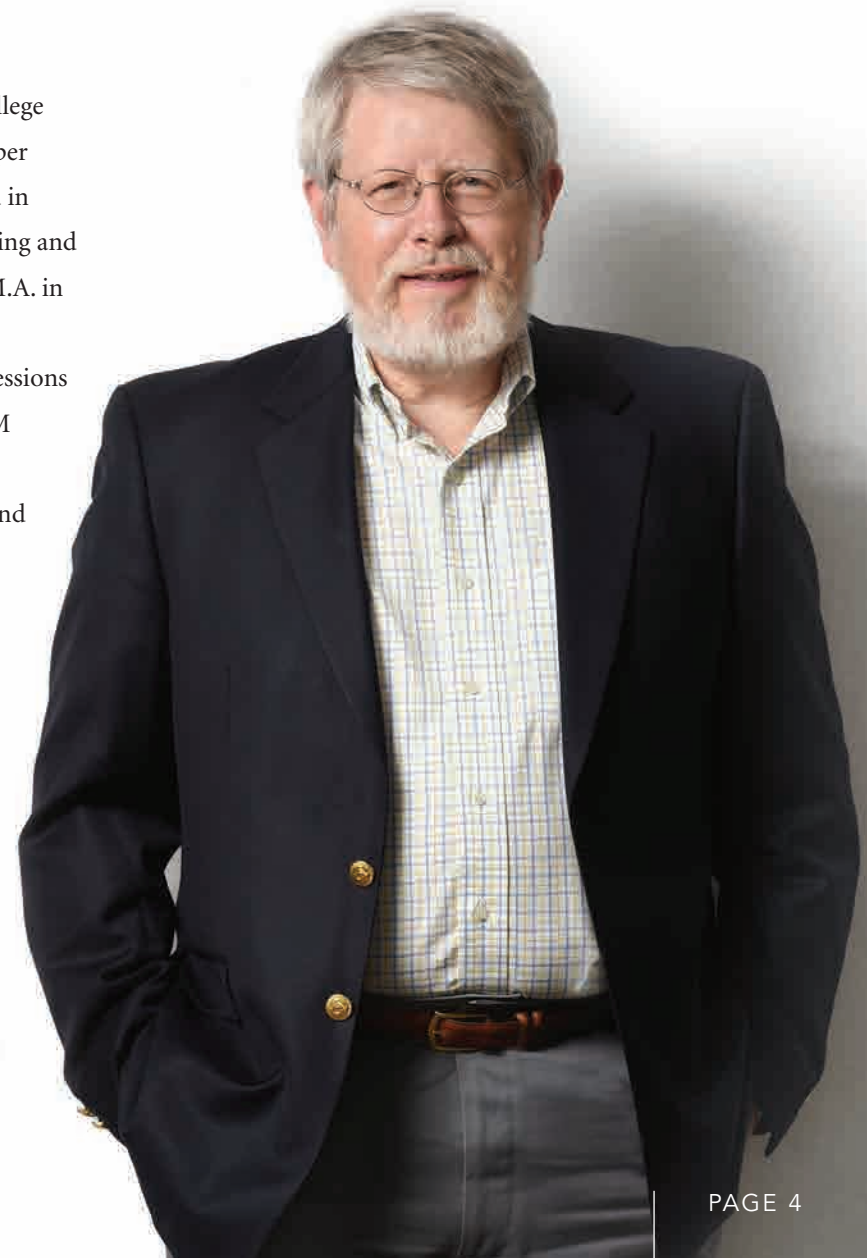
For more than 90 years, professors in the College of Education have trained aspiring teachers. Now, they're doing the same for Rowan's teaching physicians.

Through a new initiative funded by the Robert Wood Johnson Foundation, the College partnered with Rowan University's School of Osteopathic Medicine (RowanSOM) and Cooper Medical School of Rowan University (CMSRU). "Health care professionals are well prepared in their specializations but generally have less training in the area of teaching, promoting learning and curriculum development," said Dr. Burton Sisco, professor and coordinator/advisor of the M.A. in Higher Education program.

College of Education faculty examined models combining education and the health professions and developed a 12-credit certificate of graduate study (COGS) for CMSRU and RowanSOM faculty. Offered online in an accelerated format, courses focus on teaching adult learners, curriculum of higher education, assessment and evaluation in a health professions setting, and applied instructional techniques.

"It's remarkable to see how engaged the physicians taking these courses have been," said Sisco, principal investigator of the grant. "These M.D.s and D.O.s are very deeply interested in how to improve their education and commenting that they wish they had this many years ago."

Looking ahead, team members are creating an additional COGS focusing on leadership and organizational development. "Ultimately, the last step will be to pull all of this together into a master's program, so there will be options for physicians who would like to enhance their instruction," Sisco said.



Dr. MaryBeth Walpole (left) and Dr. Carol Thompson (right) work with Dr. Burton Sisco (at right) and Dr. Mollie Sheppard (appearing elsewhere) on a new initiative funded by the Robert Wood Johnson Foundation.





Strengthening *Special Education* Teams

Ongoing dialogue between parents and teachers fuels students' success — particularly for children with special needs. But pediatricians can add an important voice to this exchange, according to Dr. Mollie Sheppard.

“It could create a stronger support network for families if doctors have a clearer understanding of the language used in schools,” said Sheppard, assistant professor, Language, Literacy and Special Education. “In addition to a common language for families in terms of medicine and education, a clearer understanding of educational practices could help all involved work toward common goals for the child.”

Sheppard, Dr. Jacqueline Kaari of Rowan's School of Osteopathic Medicine (RowanSOM) and Dr. Nancy Vitalone-Raccaro, assistant professor, Language, Literacy and Special Education, teamed up to develop a curriculum for second- and third-year students at RowanSOM.

Sheppard gained insight into the doctor-parent relationship during her doctoral research. “We're all working to support the same family,” she said. “So isn't it important that we're all speaking the same language and have a common understanding of the vision for that child and the goals that support that vision?”



Rowan University's School of Osteopathic Medicine is one of the University's two medical schools training tomorrow's physicians.

College of Education professors continue to enhance other areas of health care. Dr. Nancy Vitalone-Raccaro (left) and Dr. Mollie Sheppard (right) collaborate with Dr. Jacqueline Kaari of Rowan's School of Osteopathic Medicine (RowanSOM) to develop a special education curriculum for RowanSOM students. Dr. Mary Cormier (center) works with Dr. Michael Goodman, pediatric neurologist, chair and chief of pediatrics, Cooper University Health Care, to review data from patients with infantile spasms and determine their developmental and educational impact.



LINEAR
Standard Form
Slope-Intercept Form
Point-Slope Form
Parent Function
Transformation
Standard Form
Factored Completely
Vertex Form
Quadratic

Remember that person that gave up? Neither does anyone else!

CTT

Graph of a line on a coordinate plane. The line passes through the points $(-2, 0)$ and $(0, 3)$. The equation of the line is $y = 1.5x + 3$.

Graph of a parabola on a coordinate plane. The vertex is at $(-1, 4)$. The equation of the parabola is $y = (x + 1)^2 + 4$.

Graph of a line on a coordinate plane. The line passes through the points $(-1, 0)$ and $(0, 2)$. The equation of the line is $y = 2x + 2$.



Promoting *STEM* Education

Last fall, students in the innovative new M.A. in STEM (Science, Technology, Engineering and Math) Education program blazed a new trail in the College of Education.

The five Rowan fellows, who entered the program in September, are among the first Woodrow Wilson New Jersey Teaching Fellows in the state. The fellowship attracts career changers and recent college graduates with STEM backgrounds to teach in high-need areas.

Fellows receive a \$30,000 stipend and reduced tuition and spend a full year in a teaching residency.

“This offers fellows a year to build on their strengths and focus on the areas in which they need to grow,” said Dr. Jill Perry, associate professor, Mathematics Education, and coordinator of the M.A. in STEM Education. “They co-plan and co-teach, and they are invited in as partners with their mentor teachers.”

Fellows must commit to three years in a high-need district, where they are mentored through their tenure year. Additional cohorts will be enrolled in 2015 and 2016.

The program laid the groundwork for the future of the M.A. in STEM Education program, which will enroll students in 2016 who are not part of the Woodrow Wilson program. To further strengthen teacher candidates’ training, the College is exploring additional accelerated bachelor’s-to-master’s programs.

Meanwhile, based on continuing evaluation, the College revamped the M.A. in STEM Education program for future cohorts. Science and math students were separated into tightly targeted methods courses. “We want to spend a great deal of time focusing on the methodologies that are very specific to our disciplines,” Perry said. “But the heart of our program still lies in connecting the STEM disciplines to make them richer and more meaningful to students.”

Dr. Jill Perry and Dr. Issam
Abi-El-Mona advance STEM
education in the College of
Education.



Drew Favat (at left), one of five Woodrow Wilson New Jersey Teaching Fellows, teaches Vineland High School students.



Theresa Forte, '16, performs a literacy assessment in Rowan's Early Childhood Demonstration Center, similar to assessments students administered in the Head Start centers.



Strategizing for *School Success*

For preschoolers in impoverished communities, everyday activities such as listening to a story can be surprisingly difficult if they don't comprehend the setting. "If you're reading about a day at the beach, if these children have never been to the beach or don't know what sand is, how do you prepare them to better understand the story and broaden their horizons?" said Dr. Midge Madden, associate professor, Language, Literacy and Special Education.

Lack of background knowledge is one of the many literacy instruction challenges that Head Start staff and faculty confront. To help overcome such obstacles, faculty from the Department of Language, Literacy and Special Education in the College of Education are providing professional development for teachers and staff in the Camden County Head Start centers. In this effort, they are drawing on the literacy, English as a second language and special education expertise of College of Education professors.

They began with classroom observations and listening to teachers discuss their problems and concerns. "I would call it responsive professional development," Madden said. "We didn't want to go in with an agenda. We shaped our work around the needs of the teachers. We also worked with site supervisors, addressing their concerns about teacher evaluation, mentoring and coaching." Rowan teacher candidates administered emergent reading assessments to children in the Pine Street Center. "They're learning to assess young children as well as plan instruction based on individual needs," Madden said. "This experience is also immersing our teacher candidates in an urban environment and broadening their understanding about diverse settings."

Ultimately, faculty anticipate the professional development effort will increase teacher knowledge and expand the centers' capabilities. "We're hoping faculty and staff will be able to better meet the needs of all of their students," Madden said.

Dr. Susan Browne (left), Dr. Midge Madden (right), Dr. Nancy Vitalone-Raccaro (appearing elsewhere) and other College of Education faculty provide professional development for teachers and staff in the Camden County Head Start centers.







Scaling New Heights

Guitarist Carlos Bedoya, '17, likes to let his fingers do the talking — a talent that will help him achieve his far-reaching goals for the future.

“Playing music is a way that I can express my feelings without having to use words,” said Bedoya, who arrived in the United States from his homeland of Colombia in 2009. Now an Egg Harbor Township resident, Bedoya has performed in classical guitar recitals and concerts, including appearances with the Ocean City Orchestra and Rowan University Orchestra.



A music education and music performance major, Bedoya hopes to someday share his passion for music with his own students. “My dream is to be able to teach classical guitar at the college level,” Bedoya said. Eventually, he plans to earn graduate degrees in music performance. “When I was growing up in Colombia I wasn’t even thinking about college,” he said. However, once he arrived in the United States he realized he could obtain a meaningful education.

However, financial difficulties threatened these plans last year until an anonymous donor cleared this obstacle by providing a scholarship covering tuition for two semesters. Thanks to the support of donors, 25 scholarships are offered to College of Education students.

“When they told me I received this scholarship, I was very happy,” Bedoya said. “I didn’t have to leave Rowan and I could continue with my education,” he said.

“That made an impact on me and made me want to become the best — not just the best I can be, but the best student to show my appreciation for what the donor did for me,” he said.

(At left) Many hardworking College of Education undergraduates, all of whom carry two majors, benefit from the generosity of numerous donors who provide support for College programs and scholarships. Carlos Bedoya (above and right) performed at Carnegie Hall during a winners concert of the National League of Performing Arts in 2014. (Concert photo courtesy of Kexi Cao.)





Top: Students visit the Taj Mahal during their travels. Center: Brianna Gallo, '15, learns about Indian culture. Bottom: Indian students show off the new books they received from College of Education students.





Making an International Impact

When 15 College of Education teacher candidates headed to India in January with the Teach and Discover India program, they were loaded down with the tools of their trade — school supplies and more than 1,200 donated books.

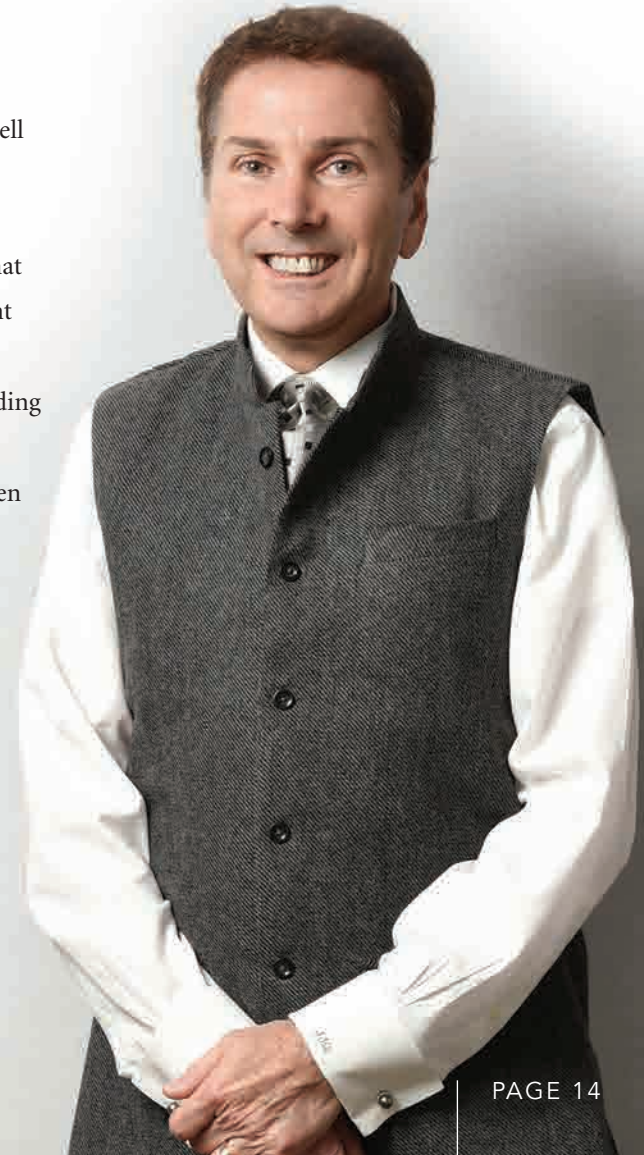
Rowan students shared their teaching skills with children in impoverished villages, along with the books and supplies donated by students at the Kindle School in Pitman and the Hainesport Township School District, as well as friends and relatives of the Rowan students. Additional supplies came from Rowan’s Barnes & Noble and the Educational Information and Resource Center in Mantua Township.

Deanna Kollar, ’16, an elementary and middle school special education major from Mullica Hill, explained that children were excited just to hear them speak English. “The students want to learn so badly,” she said. “They want anything you can give them.”

During the nearly two-week journey, Rowan students also toured notable sites, immersed in a culture abounding in intriguing scenes and encounters with animals, including camels and elephants.

Students gained once-in-a-lifetime experiences — and more. “The program enhances their marketability when they’re looking for a teaching position because it not only shows that they’re interested in cultural diversity and teaching students of different cultures, but it also shows they have that sense of adventure needed to travel to a place like India,” said John Quinesso, instructor, Teacher Education, an experienced traveler to India who accompanied the students.

“It was the first time I traveled abroad,” said José Gutierrez, ’16, an elementary education and Spanish major from Vineland. “It’s life changing to see the impact you make in people’s lives.”



This year, John Quinesso led 15 College of Education students in the Teach and Discover India program.





Nurturing *Teachers Dedicated to Urban Education*

It's no secret that quality education requires quality teachers. However, it is less clear why some teachers remain committed to urban districts whereas others move on to other positions.

To find answers, faculty from Rowan University's College of Education have partnered with Kean University and William Paterson University for research funded by a \$30,000 American Association of Colleges for Teacher Education fellowship. "The goal is to better understand the pathways that contribute to persistence in urban schools to look at the reasons for persistence," said Dr. Monika Williams Shealey, dean.

Shealey and Dr. Kathryn McGinn, assistant professor, Teacher Education, are interviewing participants of Rowan's Urban Teacher Residency program who continued beyond their three-year commitment to remain in an urban setting.

"A lot of research that's looked at this has considered what schools and districts can do better to help their teachers persist in the profession. But this is looking at it from a different angle, focusing on what colleges and teacher preparation programs can do," McGinn said.

"This research is important for the profession because there are a number of alternate route pathways specifically designed to provide teachers in urban settings," Shealey said. "We want to know why they want to go into urban schools and what keeps them there. That lets us know what we can do better if we're going to continue to offer alternate route programs."

In addition, their findings will help them better prepare teachers in traditional programs.

"The three of us — Rowan, Kean and William Paterson — collectively prepare the largest number of teachers in the state for urban settings," she said. "It made sense for us to work together. This work, although grounded in New Jersey, will have national implications. Our partnership is unique and offers a model for engaging in transformative research aimed at teacher quality."

Dean Monika Williams Shealey (left) and Dr. Katie McGinn (right) investigate factors leading teachers to commit long term to urban education.



With Gratitude

We thank those who generously contribute to the College of Education and provide other financial support for our students.

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