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Mr. Jason Taubel—Editor

A word from the Executive Director

My first 200 days as Executive Director of the **Office of Educator Support and Partnerships** (OESP) has truly been a learning experience. As I have worked to put an office structure, policies, and procedures in place, I recognize what a great office the OESP has become.



I have decided to use this second issue of the office newsletter to provide an overview of my first 200 days as Executive Director. In this issue I first revisited the office structure's graphic organizer. As many of you know, Dr. Gloria Hill retired in December. Dr. Hill was the Director of the Office of Field Experiences for many years and when she retired Mrs. Laurie Haines's title was revised to the Assistant Director of the Office of Clinical Experiences. In addition, in the last issue, I neglected to include the Teacher Education Recruiter. This position is extremely important to the structure of the office and I wanted it highlighted. Since the office organizer changed slightly, I am including it again in this spring issue.

The remaining newsletter will share the happenings of the office since the last issue. I begin with meetings held with the county community colleges, the Teacher Education Advisory Council (TEAC), the Educator Preparation Advisory Council (EPAC) and visits to County Superintendents' Roundtables. Next, I highlight events and information from the NJ Department of Education (DOE). This year, the Office of Clinical Experiences (OCE) has been working to message the role it plays as an office that places teacher candidates in the field. This issue shares some of the office changes. The work of the Professional Development Schools (PDSs) is shared, followed by the OESP's efforts to provide edTPA professional development for faculty, P-12 partners and teacher candidates. Several events have occurred through the efforts of the Teacher Education Recruiter, which are also highlighted. The Praxis Lab continues to offer assistance to students needing help with the Praxis examination and this issue highlights these efforts.

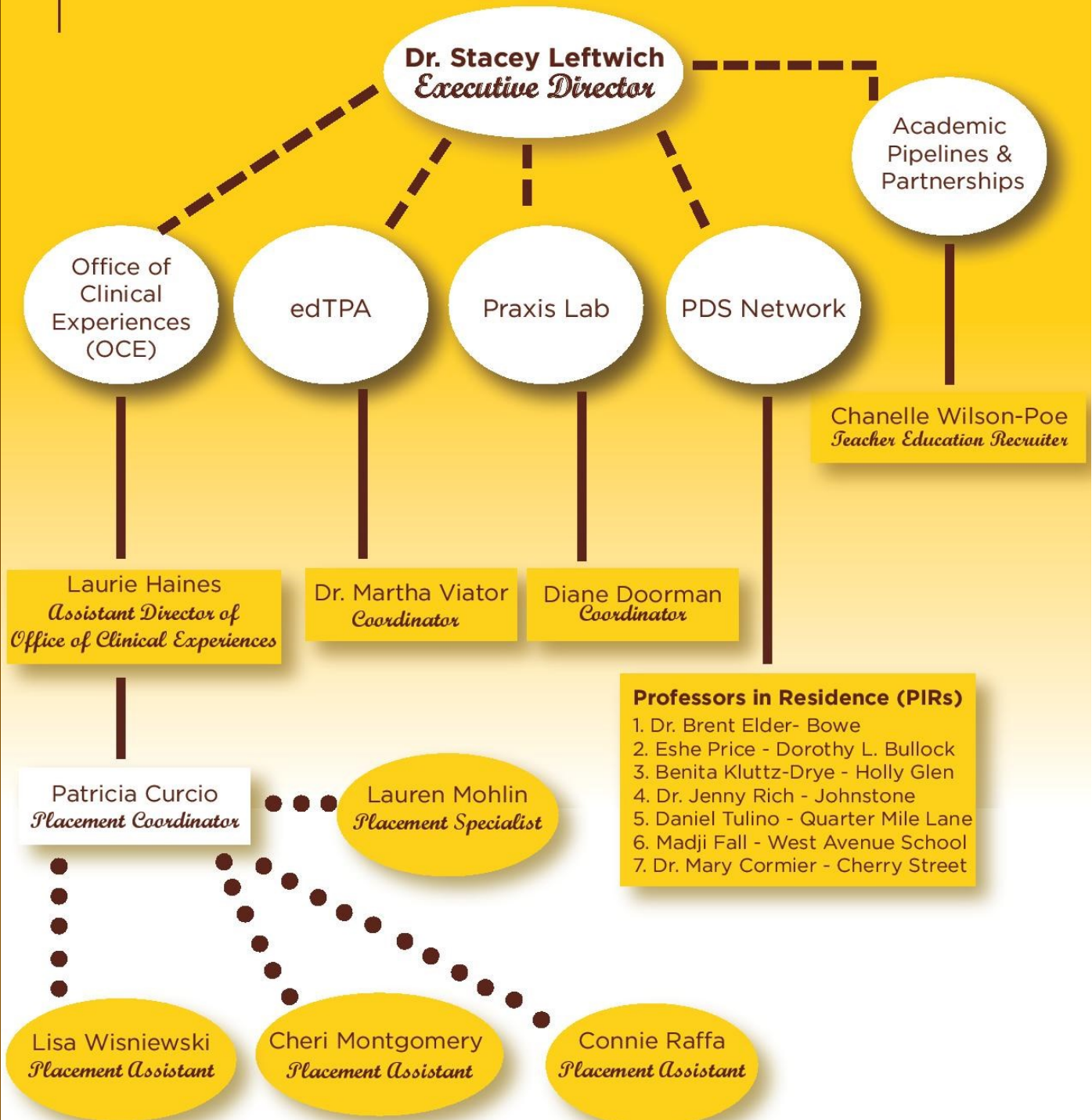
I will admit, the first eight months as Executive Director were overwhelming, but the people that make up the OESP have worked as a team, and were the only way all the highlights shared in this newsletter could have taken place. I want to thank all members of the OESP for making my first year as Executive Director a rewarding one.

All the best,

Dr. Stacey Leftwich, Executive Director
Office of Educator Support and Partnerships



OESP Structure



What's happening in the OESP?

County Colleges Student Transfer Meeting

On January 11th, advisors and administrators from the seven county colleges were invited to the COE to discuss the need for concrete information about course transfers and how the COE should communicate this information to both the county college advisors and students. The discussion led to the need to meet bi-monthly to continue the dialogue to make transfer students' transition to the university an effortless one.

On April 9th, to build better communications between the COE and the county colleges, Dr. Leftwich scheduled another meeting. Advisors from the COE as well as advisors from the county colleges met to discuss how to create a better transition to Rowan. The group was informed about the new revisions to education programs, confirmed course equivalencies, and discussed the need for students to take the Praxis Core prior to transferring to Rowan. The latter is a way to fulfill Benchmark I prior to entry to Rowan. The meetings have been so successful that they will continue in the fall.

TEAC Meetings

The Teacher Education Advisory Council (TEAC) is the governance body for teacher education, which spans the Colleges of Performing Arts, Humanities, and Social Sciences, Science and Math, and Communication and Creative Arts. Faculty involved in the preparation of teacher candidates from across the university, meet four times a year to engage in continuous improvement efforts. This year's theme has been to communicate better with colleagues regarding teacher education program transitions. Hence, the Fall TEAC meetings have been an opportunity for program coordinators to share program revisions and how these revisions will impact next year's yearlong residency. The Spring TEAC meetings will focus on sharing data from the COE's four pillars—Knowledge, Impact, Technology, and Diversity.

EPAC Meetings

Twice a year, the Educator Preparation Advisory Council (EPAC) meets to review candidates' performance data and offer recommendations for program and unit improvement. On November 29th, P-12 partners and faculty came together to discuss edTPA. In addition, the council was presented with data from a SWOT analysis that was conducted by the Continuous Improvement Committee: Clinical Partnerships and Practice. This analysis helped members articulate their understandings about the accreditation standards that will guide the council's work. The April meeting will provide opportunities for the group to plan ideas for the implementation of a Clinical Practice Preparation Resource Guide. This guide will provide guidelines for Rowan University's clinical interns to take action and be professionally prepared for their yearlong residence. In addition, members of EPAC will be introduced to the Orientation Workshop Leader (OWL). This is a program that trains teachers who have been identified to mentor colleagues on becoming cooperating teachers. OWLs will serve as liaisons for P-12 school sites and the COE. They will be trained to facilitate meetings for other cooperating teachers, clinical interns, and university supervisors in the building as a way to celebrate areas of strengths and assist with challenges.

Superintendents' Roundtables

Dean Monika Shealey and Dr. Stacey Leftwich attended several county superintendents' roundtables. The purpose of their attendance was to share the college's priorities and initiatives. They will continue to attend the monthly roundtables until they have gone to all 7 counties that place our teacher candidates.

DOE Highlights

There have been several changes implemented by the New Jersey Department of Education. One change is the new terms used to describe placements and candidates. The following is a list of new and former terms the department is asking Educator Preparation Providers to use moving forward:

Clinical Experience in lieu of **Practicum**

Clinical Practice in lieu of **Student Teaching**

Clinical Intern in lieu of **Student Teacher**

Clinical Supervisor in lieu of **Collegiate Faculty**

Clinical Component to refer to all field-based elements of educator preparation.



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

Another change that will begin in Fall 2017 is the implementation of the edTPA performance assessment. This assessment will be required for all Clinical Interns. Finally, beginning Fall 2018, Clinical Practice will become a yearlong experience.

What's Happening in the Office of Clinical Experiences?



In December, the COE celebrated the tremendous accomplishments of Dr. Gloria Hill, Director of the Office of Clinical Experiences, at a retirement open house held in her honor. After many years in P-12 education, including stints in Colorado and California, Dr. Hill made the decision to return to her South Jersey roots. A proud Glassboro State College alumna, Dr. Hill joined the College of Education faculty in 2006 where she enthusiastically trained and mentored hundreds of future educators. Dr. Hill joined the Office of Clinical Experiences in 2012 where she continued to put her talents to work, developing partnerships with P-12 district partners throughout South Jersey while continuing to guide and support students, faculty, and staff within the COE. Dr. Hill's warm and nurturing spirit, as well as her sense of humor and infectious laugh, were among the many characteristics that made her a valued and respected leader. Following this long and illustrious career in education, Dr. Hill is now enjoying retirement, spending time with family, friends, and spoiling her two adorable grandsons!



New Office of Clinical Experiences Website Coming Soon!

The Office of Clinical Experiences is currently working on restructuring and updating the website. The new design will feature helpful information for teacher candidates, faculty, and P-12 partners in a user friendly format. Look for the new website to launch later this spring!

What's Happening In The PDSs?

2017 NAPDS Conference

Five PIRs attended the 2017 NAPDS conference in Washington, DC. The PIRs presented work from their PDSs. The presentations included:

- * New Kid on the Block: How to demonstrate innovative methods to inflict positive changes in an urban school district
- * Putting Out Fires and Building Bridges: Using PDS teacher partnerships to develop sustainable inclusive practices
- * Working Through Change: New PIRs, new principals, new expectations, oh my!
- * Fast Track... Paving the way to academic success through PDIS
- * Standing United: Building strong foundations for new beginnings and lasting partnerships



Professional Development Schools

Dorothy L. Bullock School



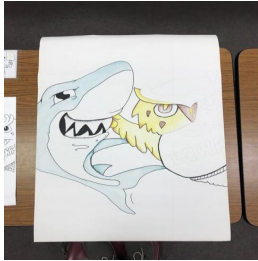
This spring, Professor-in-Residence (PIR) Eshe Price and Sonya Harris, Bullock's Garden Lead Coordinator, collaborated to begin the Budding Buddies Club. Both educators knew that Budding Buddies would be an engaging, cross-curricular support for at-risk students at Bullock. The Budding Buddies Club pairs a clinical experience candidate with a Bullock student. The 18 clinical experience candidates are students in Eshe's Teaching in the Learning Community I (TLC-I) on-site course. Every Tuesday for three hours, the clinical experience candidates observe a class at Bullock. In addition to observing and supporting classrooms, clinical experience candidates spend 20 minutes with their budding



buddy growing and caring for an endangered plant in the Bullock Garden. The Budding Buddies Club began February 14th and lasted for seven weeks. Eshe and Sonya are looking forward to the growing partnership between Rowan and Bullock. Through participation in the Budding Buddies Club, clinical experience students are truly engaging in a meaningful introduction to the teaching profession at Bullock.

What's Happening In The PDSs? (continued)

West Avenue School in Bridgeton



Mr. Petit, Arts teacher at West Avenue School, is working with his gifted and talented students to create artwork for the PDS multicultural resource center. Mr. Petit was a recipient of New Jersey DOE Arts Integration Title I Pilot Program. Here is a picture of Michael, making a poster of Rowan University and West Avenue School's mascots.



Holly Glen

Lead Supervisor Model for Clinical Practice is well on its way. This is a model that allows one supervisor to oversee all supervisors assigned to Holly Glen. The first meeting was held with Holly Glen's eight clinical practice candidates and their supervisors. PIR, Mrs. Benita Klutz-Drye, and Mrs. Gloria Spinella met with the students, principal and collaborating teachers to discuss roles and expectations. Through this model, candidates will receive 12 professional development training sessions during their weekly "Breakfast Meetings" on topics such as formative assessment, effective co-teaching and inclusive practices, and the importance of understanding child development.



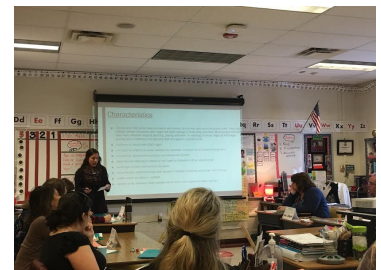
Cherry Street School



Bridgeton's Cherry Street School has a support emphasis on the Future Teachers' Club. During these meetings, members talk about professional behaviors, strengths, and weaknesses, and the next plan of action for future teachers achieving their dreams. Here is a picture from one of the Cherry Street Future Teachers' meetings featuring group members and Cherry Street's PIR, Dr. Mary Cormier.

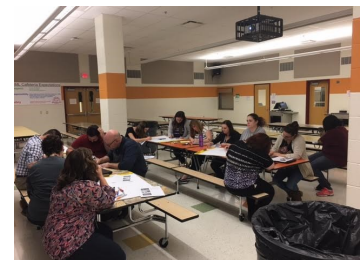
Quarter Mile Lane

At Quarter Mile Lane, PIR, Daniel Tulino, and PDS Liason, Kristi Schoppe, developed and delivered a two-part professional development series. For the lower grades (K-4), the focus of the professional development was Looking At Student Work. For the upper grades (5-8), the professional development was focused on Writing Across the Curriculum (WAC). The second session for each group also focused on making decisions for future practice in the classrooms.



Bowe

The Bowe faculty planned and executed a full-day PDS training on January 13, 2017. Teachers were able to sign up for 1-hour sessions related to special/inclusive education and/or ELA, which are the two main foci of PDS at Bowe this year. The day began with a whole group session on learning about how to promote student-identified strengths in the classroom. Breakfast was provided by the PTO, before everyone attended breakout sessions throughout the day, interrupted only by a donated lunch from the Italian Job and Wendy's.



edTPA Highlights

edTPA Holly Glen Workshop



One of the COE oldest PDSs, Holly Glen Elementary School, took the lead this year on hosting an edTPA training for P-12 partners. Holly Glen hosted a 4 part series that was meant to inform administrators, cooperating teachers, supervisors and clinical interns about edTPA.



edTPA Professional Development Opportunities

The COE hosted a professional development workshop with a Pearson consultant on February 3rd. The workshop provided a deep dive into the edTPA rubrics as well as information on academic language. On May 22nd, three levels of professional development will take place at Rowan University in James Hall. This FREE workshop is opened to all COE supervisors, faculty, and P-12 partners who want to learn more about edTPA. Below are descriptions of the 3 workshops being offered:

For those NEW to edTPA: Deep Dive and Academic Language

This session is intended for new or future full-time, 3/4 time, adjuncts, and P-12 partners needing professional development in understanding edTPA. Participants will work with an edTPA consultant for two 1/2 day sessions to implement PD for this group as a Deep Dive into the Handbook and Rubrics as well as academic language.

For those with SOME knowledge of edTPA: Local Evaluation

This session is intended for full-time, 3/4 time, and adjunct faculty, and P-12 partners that have knowledge of edTPA. Participants will work with an edTPA consultant to implement PD for this group in the form of local evaluation.

For those with ADVANCED Knowledge of edTPA: Curriculum Inquiry AND Embedding Signature Assignments & Assessments

These two 1/2 day sessions are intended for program coordinators and course facilitators who will work with an edTPA consultant. The consultant will provide an opportunity to examine valued program outcomes and their relationship to the cycle of effective teaching and edTPA expectations. Program faculty will examine where and how the program already provides formative experiences aligned with edTPA and how edTPA contributes to a multiple measures assessment system.

edTPA Conference Presentation



On February 24th, Drs. Stacey Leftwich, Martha Viator, and Ms. Gloria Spinella presented with P-12 partners, Mrs. Patricia Martin, and Mr. Jeff Pierro at the **Preparing Teachers Together: New Jersey P-12 Higher Ed Partner Symposium**. The symposium was an opportunity for P-12 and higher education partners to discuss best practices, review models, and exchange ideas to prepare new teachers. Rowan's team presented the work on edTPA.

Teacher Education Recruiter

Partnership Outreach



The COE formalized a unique partnership with **Benjamin Banneker Preparatory Charter Academy**, a middle school in Willingboro. This partnership represents the college's commitment to addressing issues of access, success, and equity in a variety of educational settings. The focus of this partnership will be on developing pipeline programs in education and increasing placements of education candidates at the school. This unique partnership will demonstrate the



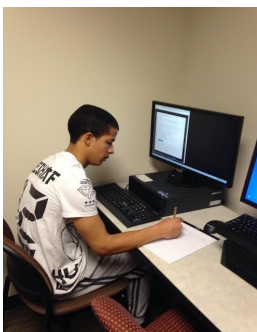
COE's willingness to engage in meaningful work with institutions who serve diverse students and are committed to our mission and vision.

NJFEA Conference

The OESP worked in collaboration with the New Jersey Future Educators Association (NJFEA) and New Jersey Education Association to host the NJFEA Middle School Conference at Rowan University on Monday, March 20, 2017. The purpose of the conference was to expose younger students to the exciting world of education. The Teacher Education Recruiter would like to thank the Rowan faculty and student volunteers who helped to make the conference possible. The middle school students truly enjoyed the keynote speaker, breakout sessions, and afternoon discussion panel with COE students. Each person's participation had a positive impact on the students' perception of Rowan University and their feelings toward the field of education. It was clear that the students returned to their schools inspired.



Praxis Lab Highlights



The IMPACT cohort was introduced to the Praxis Lab and became active participants. This year the focus was on preparing the students to take the Praxis Core next year. Students prepared for the Reading subset test using a Reciprocal Teaching method. Students were paired and conducted peer tutoring as they worked through the preparation program. The Praxis Lab continues to work to take students off the waiting list and into the lab for exam support. Praxis Lab coordinator, Diane Doorman, is working with Tech Support to implement an online Praxis Support course that will focus on the Praxis Core subset tests in Social Studies and Science. This course will provide a resource to test students' knowledge prior to taking the actual exam. Set to implement in Fall 2017, this online course could be a way to help students who are on the waiting list get immediate help.