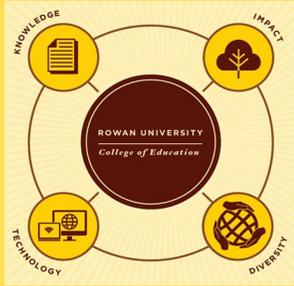


Fall 2016



A word from the Executive Director

With the new College of Education structure in place, I thought I would use this newsletter message to help explain the purpose and provide an overview of The **Office of Educator Support and Partnerships (ESP)** at Rowan University. The Office of ESP is housed in the College of Education and is responsible for providing support to programs and initiatives related to educator preparation. In an effort to align with the COE's vision, the members from the Office of ESP are committed to assisting teacher candidates to be reflective practitioners who use education to transform our global society. To do this the office will provide leadership in the following areas:



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Praxis Lab

Teacher Pipeline Programs and Recruitment

Teacher Education Advisory Council (TEAC)

The Educator Preparation Advisory Committee (EPAC)

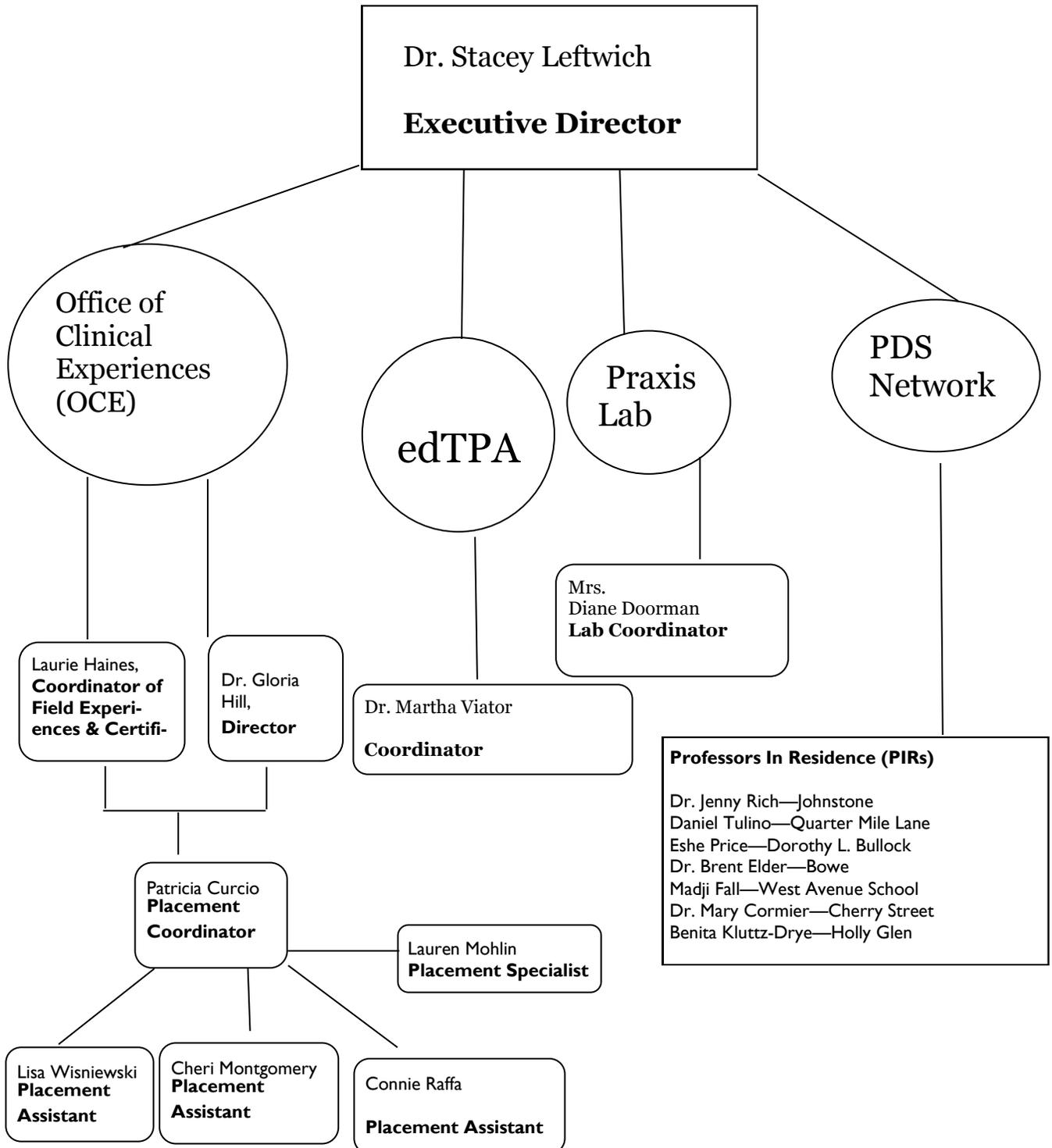
Through our leadership role in these areas, the Office of ESP is dedicated to assisting departments in and outside the College of Education as well as Rowan teacher candidates. On the following page, is a graphic organizer of the office of ESP structure.

I am thankful to have a team that is devoted to supporting Rowan University leaders and faculty in enhancing teacher preparation. The team is also committed to supporting teacher candidates to be well prepared and improve schooling in a democratic society.

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

Mr. Jason Taubel—
Editor

Office of ESP Structure



New Faces

Teacher Education Recruiter—Mrs. Chanelle Wilson-Poe



Chanelle E. Wilson-Poe graduated from Rowan University with a Bachelor of Arts in Secondary Education and a Bachelor of Arts in English. She received a Master of Education degree from Temple University, concentrating in Leadership and Policy Studies, and her thesis work was gathered during her year of service as a William J. Fulbright scholar. A current Ed.D. candidate at the University of Delaware, she is enthusiastic about creating culturally responsive professional development that encourages pre-service teachers to develop cultural consciousness and culturally proficient classroom practices.

Chanelle Wilson-Poe believes in the transformative power of education, and has devoted her life and career to diversity, inclusion, and social justice. She has taught around South Jersey, and in South Africa, as a secondary English Instructor. At Rowan University, she is the Teacher Education Recruiter working to diversify the teacher candidate base for the College of Education. She also teaches Elementary Education Clinical Practice Seminar and Teaching Students of Linguistic and Cultural Diversity, while supervising a clinical practice candidate.

PhD Students/Professors In Residence

Mr. Daniel Tulino



Daniel Tulino is currently a ¾ Time Professor-In-Residence for the Language, Literacy, and Sociocultural Education Department and an instructor in the Interdisciplinary and Inclusive Education Department. He is also a PhD student in the Rowan College of Education with a specialization in Literacy. He currently teach one section of Teaching in Learning Communities II: Elementary and will serve as a PIR at Quarter Mile Lane School in Bridgeton.

Ms. Madji Fall



Madji Fall earned a M.Ed. in Teacher Leadership from Rowan University, a B.S. in Business Administration and B.A.L.S. with focus on French and Spanish from Thomas Edison State College. She first worked for the University in 2010, when she launched a Community English to Speakers of Other Languages (ESOL) course for adults offered through Rowan at Camden. Since then, she has contributed to several Rowan Urban Teacher Residency programs' mentoring efforts. Ms. Fall is also a student in Rowan University's inaugural PhD in Education cohort, in the Literacy Education specialization.

Mrs. Benita Kluttz-Drye



Benita Kluttz-Drye is a Professor-In-Residence for Holly Glen Elementary School and serves as a Professor with the Interdisciplinary and Inclusive Education Department. Professor "KD", as she is affectionately referred to by her students, currently teaches Differentiated Instruction and is a field supervisor in the areas of both Elementary Education and Special Education. She is currently a doctoral student and Holmes Scholar at Rowan University in the College of Education.

Alumni Spotlight

Ellen Bonitatibus



Ellen Bonitatibus graduated from Rowan University in May 2016 as a dual major in Elementary Education and Liberal Studies : English and History, along with an endorsement as a teacher of students with disabilities. In Fall 2015, she received her student teaching placement, a second grade classroom at Winslow Township Elementary School #2. At the time, she never imagined that this experience would be so positively life changing. Ellen's student teaching experience was very rigorous, but made her into the teacher she has become today. On the last day of her clinical practice, Ellen was offered her position as a Kindergarten teacher at School #2. Her first school year is off to an amazing start and having her own classroom is everything she has dreamt of and more. Ellen looks forward to seeing how much both she and her students learn and grow throughout the duration of this school year.

Lindsay Hendricks



Lindsay Hendricks, Ed.S., NCSP, graduated from the School Psychology program at Rowan University in May 2013. During her graduate studies, Lindsay completed her Master's thesis on the acceptance and justification of aggression by different cultures and the impact in the school setting. She also completed three field experiences, a 60-hour shadowing experience in a middle school, a 300-hour practicum in a K-8 school district, and a 1,200-hour internship with a school district in Pennsylvania. Before graduation, she accepted a position with the Pottstown School District in Pottstown, Pennsylvania, where she knows serves one elementary school, acting as the School Psychologist and School Counselor. Outside of school, Lindsay enjoys reading, spending time with her family, friends, and cat, attending hockey games, and day tripping. Her future goals are to continue honing her skills as a School Psychologist, focusing on traumatic brain injuries and autism.

Praxis Lab & edTPA

Praxis Lab

The educational course work in the Praxis lab has two primary focuses :

Praxis Core : Helping students meet their first benchmark, passing Praxis Core. Preference given to juniors and transfers who have a minimum 3.0 GPA.



Praxis II : Helping students meet their second benchmark. Preference to juniors, seniors, and transfers with a minimum 3.0 GPA, but cannot apply to or participate in clinical experience.

James Hall, 1111, Fall 2016 Hours : Tues 10am—1pm, Wed 5pm—8pm, Thurs 1pm—4pm

edTPA

What do school partners need to know about edTPA?

1. What is edTPA?

Developed by Stanford University and approved by the American Association of Colleges for Teacher Education, the Education Teacher Performance Assessment (edTPA) assesses a variety of skills during the teacher candidate's final clinical semester in a teacher preparation program. Trained external reviewers determine if the teacher candidate (TC) is "ready to teach" by examining artifacts the TC submits related to planning, instruction, and assessment. In 2017-2018, all TCs will be required by the state of NJ to submit an edTPA portfolio for licensure.

2. How does edTPA help P-12 students?

edTPA is has a number of points aligned with various teaching effectiveness frameworks (including Danielson and Marzano), and places on emphasis on student-centered and culturally relevant pedagogy. The focus of the assessment is on student learning.

3. How can principals help?

One of the types of artifacts the TC submits includes video recording clips of classroom instruction. Rowan provides a video release form describing edTPA to the parents; principals can help by approving the permission form within the first month of the TC's clinical placement.

4. How can collaborating teachers help?

Discuss tasks and scoring rubrics with the TC. Ask the TC to justify and explain planning and instructional decisions. Debrief daily.

5. What will teacher candidates get out of using edTPA?

edTPA provides measurement of TCs' ability to plan instruction to meet learning standards and to differentiate instruction of diverse learners. In addition, edTPA provides actionable evidence of TCs' performance over time to address the real-world needs and challenges that teachers face every day.

OCE—Highlights from NJ DOE

New Jersey Department of Education

The New Jersey Department of Education (NJDOE) has adopted a new set of administrative regulations making significant changes to educator preparation. Changes include: (1) average cumulative GPA of the accepted cohort of at least 3.0; (2) must meet minimum score on the Praxis Core; (3) complete at least 175 hours of clinical experience prior to clinical practice (student teaching); and clinical practice now extends from one semester to two semesters.

Since the administrative regulations have been approved by the legislature and the time to implement the changes is fast approaching, it requires steps be put in place for teacher education program(s). Although the change may be difficult, the newly approved changes will result in better prepared teacher candidates who are ready, on day one, to meet the demands of the profession.

Banner Unveiling



On October 19, 2016, the Dorothy L. Bullock Elementary School officially joined Rowan University as its seventh PDS. A twenty-two foot banner was unveiled in front of school officials, teachers and students. The event symbolized the beginning stage of a successful partnership between the Bullock school and the College of Education. Attendees included Dean Monika Shealey, Dr. Stacey Leftwich, Executive Director of the Office Education Support and Partnerships, Mr. Pete Calvo, President of the Glassboro Board of Education, Dr. Mark Silverstein, Superintendent of the Glassboro Public Schools, Danielle Sochor, Assistant Superintendent for Curriculum, Mr. Rich Taibi, Principal of Dorothy L. Bullock School and Bullock's PDS Steering Committee. South Jersey News and Channel 6 Action News covered the event, sharing Rowan professors will work with teachers at Bullock to improve learning throughout the Glassboro school district.

PIR Orientation



To help prepare the PIRs for their work in the schools, a PIR orientation, was held on September 16, 2016. The goal of the orientation was to introduce new PIRs to PDS work as well as allow current PIRs to share their PDS experiences. The orientation included orienting PIRs to the 9 Essentials of PDS work and creating a yearlong PDS agenda, which included research. The orientation ended with an opportunity for PIRs to share lingering questions. The latter will be addressed during the PIR monthly meetings. The event was a success. As additional PDS are added to the network, and new PIRs are assigned to schools, yearly orientations will be conducted as professional development opportunities.