



Access, Success and Equity...Turning Research Into Practice



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On the cover: Teacher candidate Nicole Hodges develops teaching skills and much more during her year-long residency at the Holly Glen Elementary School in Williamstown, a Rowan University professional development school.



Message From the Dean

Each year, we look forward to sharing our accomplishments in our annual report, and we have many to celebrate this year.

We officially launched the Center for Access, Success and Equity (CASE) in February, which focuses on research, professional services and community engagement. Within CASE, our new PhD in Education program welcomed an inaugural cohort of 10 students. Seven are part of Rowan's new Holmes Scholars® Program, connecting members with a network committed to their socialization into higher education as future faculty and researchers.

Another achievement is Project IMPACT (Increasing Male Practitioners and Classroom Teachers), a program providing resources to diverse male students interested in pursuing teaching careers. We applaud the young men in the first cohort and their Men of Color Network mentors, who play a vital role in preparing diverse educators to serve all learners.

We highlight the power of our professional development schools (PDSs) through the eyes of a teacher candidate and alumna teacher. PDSs have been sites of innovation in our

College for more than two decades. This year, the PDS network in Glassboro expanded with the addition of the Dorothy L Bullock School.

We value the dedication of our alumni who continue to give back to the institution that provided their foundation as educators. This report features the Class of 1962, which provides scholarships to outstanding students, supporting a pipeline of teachers who believe in the power of education to change lives.

We consistently honor the legacy of Glassboro State College through our excellence in educator preparation and look forward to the future of Rowan University's College of Education as we develop solutions to the most complex issues in public education.

As always, we appreciate your ongoing support.

Dr. Monika Williams Shealey
Dean



Through adult literacy and adult bilingual education courses, Dr. Susan Browne, Dr. Catherine Michener and Dr. Midge Madden (from left) promote access, success and equity.



Dr. Shelley Zion leads the College's Center for Access, Success and Equity.

CASE: Driving the Charge for Access, Success and Equity

All learners do not receive the same opportunities — a reality that propels the College's new Center for Access, Success and Equity (CASE).

CASE is committed to eliminating this gap by supporting research, community engagement and academic programs focused on issues of access and equity.

This fall, the College launched Project IMPACT (Increasing Male Practitioners and Classroom Teachers) (page 9) and its PhD in Education program (page 6). The College soon will offer a master's degree in urban education and community studies and certificates of undergraduate studies and graduate studies in teaching in urban and diverse communities.

"It's exciting to have a space where academic programs focus on access, success and equity for disenfranchised groups — one that focuses on content that extends students' thinking in creating opportunities for equity and social justice," said Dr. Shelley Zion, CASE executive director.

In addition, CASE is building the College's research infrastructure, supporting faculty research, research partnerships, PhD fellows and graduate research assistants while seeking grant funding.

As part of its commitment to the community, CASE engages with school districts and community organizations to evaluate programs, perform equity audits and professional development, and partner with schools to address issues of access, success and equity.

The CASE grand opening in February highlighted author Dr. Lisa Delpit, the Felton G. Clark Distinguished Professor at Southern University School of Education in Baton Rouge. Faculty presented research and discussed how to bring it into practice.

"This will help situate us as a partner and thought leader to influence how education meets the needs of students who otherwise might not have access," Zion said.



The inaugural cohort is breaking ground in the College's new PhD in Education program. From left, standing: Kelly Gilpin, Sharada Krishnamurthy, Madji Fall, Kristina Weiss, Nina Nagib and Stephanie Lezotte. From left, seated: Daniel Tulino, Janelle Alexander, Benita Kluttz-Drye and Charles Barnes.

New PhD Program: Meeting a Mission

With the launch of its PhD in Education program in fall 2016, the College continues to transform its tagline — access, success and equity — into reality in how it educates, mentors and socializes future faculty, said Dr. Ane Turner Johnson, PhD program director and associate professor of Educational Leadership.

“Our students are incredibly committed to responding to the region’s, nation’s and world’s most persistent educational challenges: those that obstruct access, success and equity in traditionally underserved communities,” she said.

The program’s many highlights include providing students with a teaching internship where they receive

support and feedback and offering built-in mentoring structures.

Several of the College's PhD students are professors-in-residence in the College's Professional Development School Network, engaging in research-based initiatives and professional development in collaboration with Rowan teacher candidates, local teachers and administrators, and Rowan faculty.

"We are so excited about the potential for our students to positively impact education practice, policy and research," Johnson said. "In their first year, students in our inaugural cohort have already submitted several conference proposals, worked with faculty to prepare manuscripts for publication and provided quality professional development in area schools."



These PhD in Education students benefit from unique experiences through the Holmes Scholars® program. From left, standing: Sharada Krishnamurthy, Kelly Gilpin, Madji Fall and Nina Nagib. From left, sitting: Janelle Alexander, Charles Barnes and Benita Kluttz-Drye.

Students Named Holmes Scholars®

Seven of the 10 doctoral students in this year's PhD in Education cohort are Holmes Scholars®. These students from underrepresented backgrounds receive research guidance and mentorship from the American Association of Colleges for Teacher Education (AACTE) program.

"The fact that 70 percent of our PhD program qualified as Holmes Scholars® indicates the support and commitment of the University, College and program in attracting and supporting access, success and equity

for diverse candidates," said Dr. Shelley Zion, CASE executive director.

During the AACTE conference, Holmes Scholars® present their research and attend governance meetings. They also attend AACTE's Washington Week and visit legislators with Dean Monika Shealey to discuss issues in public education.

"Those are two important events that are signature to the program," Shealey said.





Mentors from the Men of Color Network help their mentees succeed on their path to become educators. From left, Dr. Ronn Johnson, superintendent, Lawnside School District, and his mentee, Amir Artis, and Marcus King and his mentor, George Guy.

Project IMPACT: Transforming the Profession of Education

Statistics show that students are less likely to see male teachers in their classrooms and even less likely to see male teachers of color.

The outcome: Male students of color are less able to picture themselves in those careers. As a result, the profession loses out on valuable talent and rarely reflects the diversity of the student body.

To transform this scenario, the College introduced Project IMPACT (Increasing Male Practitioners and Classroom Teachers) in fall 2016. Recruiting high-achieving young men from racially and ethnically diverse backgrounds, it provides financial, academic, social and emotional support for them to pursue careers in education.

Students in the program take classes together, work together and live together, building their community and a support network. “They’re depending on each other as they navigate higher education,” said Dean

Monika Shealey. “It really is a powerful way to prepare teachers.”

More than a dozen mentors from the Men of Color Network, including P-12 administrators and teachers, work one-on-one with the 14 participants.

“Not only do they mentor them professionally, some mentors have developed a bond with the mentees,” said doctoral student Charles Barnes, liaison to the program and the Men of Color Network. “They text on a regular basis. They come and take them out to dinner just to find out how they are doing and what support systems they need.”

“We encourage them and let them know that throughout this four-year process we’re going to be with them every step that we can to give them support and provide a constant role model,” said mentor George Guy, principal, Rosa International Middle School, Cherry Hill.

Project IMPACT students prepare for careers in education. From left, ground level: Argenis Sanchez, Eric Coles, Julian Pratt and Senam Bradley. First step: Amir Artis, Elijah Robinson and Giovan Washington. Second step: Jeffery Crisanti. Third step: Jared Rivera and Anthony Nassy-Tyrell. Fourth step: Marcus King. Fifth step: Nigel Shields. Sixth step: Dymire Williams.



Nicole Hodges is one of many Rowan teacher candidates gaining real-world experience in PDSs.

PDS Benefits

- Professional development for teacher candidates, faculty and staff
- Transformation of theory into practice to enhance student achievement
- Mentoring of teachers, staff and teacher candidates by professors-in-residence
- Culture of reflective practice across the PDS community
- New opportunities to revitalize practice



The Holly Glen Elementary School was one of two Rowan PDSs that piloted the year-long residency program for teacher candidates.

Rowan Professional Development Schools: Raising the Bar in Education

For more than two decades, Rowan University's Professional Development Schools (PDSs) Network has set new standards in education.

The program's year-long residency for teacher candidates was piloted at two of Rowan's PDSs — the Johnstone School in Vineland and Holly Glen Elementary School in Williamstown. The state subsequently mandated that all education majors participate in such programs as of fall 2018.

Through this innovative program, students develop a strong knowledge base and career skills.

"The interns at Holly Glen have breakfast meetings each Tuesday morning," said Nicole Hodges, '17, an elementary education and literacy studies major from Erial. "We have seminars on technology, classroom management, co-teaching and other topics."

They also perform grade-level observations. "I'm in a first-grade classroom, so we did kindergarten and second grade," Hodges said. "We're seeing what students are learning before they come to us and after they leave."

The College also restructured the PDS program this year, slotting PhD students as professors-in-residence at



From left: Teacher candidate Nicole Hodges, professor-in-residence Benita Kluttz-Drye and teacher Alicia McCool work within the professional development school ecosystem.

three of the seven Rowan PDSs. "They are getting a jump start on potential research projects," said Dr. Stacey Leftwich, executive director, Office of Educator Support and Partnerships.

Alicia McCool, '13, a Holly Glen kindergarten teacher hired after completing her year-long residency there, appreciated being with the same mentor teacher throughout the year. She learned to set up a classroom in the fall and close out the year in the spring and bonded with faculty. "You gain more confidence and support being in the same school all year long," she said.



Members of the class of 1962 and other alumni continue to encourage students with their generosity. Standing, from left: Teresa Balliro Casazza, '62, Lou Casazza, '65, M'68, Suzon Ziegler Mathis, '62, and Nancy Cottringer Smith, '62. Seated, from left: George Renwick, '62, and Peter Oteri, '62.



Nancy Cottringer and Richard Smith make memories at the 1962 Senior Prom.

Class of 1962: Championing Future Teachers

While many teachers from the class of 1962 have retired from their classrooms, they continue to inspire students.

These graduates began donating to Rowan in 1987 for scholarships and established a fund in 2004 to recognize education majors demonstrating leadership and academic excellence. The late Dr. Richard “Dick” Smith, ’62, M’64, a founding member of the Department of Elementary Education and coordinator of the University’s first doctoral program, the EdD in Educational Leadership, spearheaded this effort.

“The Class of 1962 Scholarship is our class legacy to Rowan University and the students who are preparing to dedicate their lives to the art and science of teaching,” said George Renwick, ’62, liaison for the fund.

Since the fund was established, 95 donors have

contributed more than \$68,000. The scholarship has been awarded 12 times since it was presented in 2005-06.

Nicole Wyglendowski, ’17, scholarship recipient in 2015-16 and 2016-17, explained that the scholarship — which may be used for tuition, room and board, and other education-related expenses — helped defray expenses but offered even more.

“I have connected with the donors of this scholarship on a professional and personal level throughout the years,” said Wyglendowski, an elementary education and English major from Washington Township, Warren County. “They have listened to my dreams, encouraged them and followed up to see how my education is going... This scholarship has given me a team of wise mentors who are an invaluable part of my experience at Rowan.”

INVEST IN OUR

future dreams

WHILE ACHIEVING YOUR



Support Rowan University College of Education students by making a planned gift today. The following gift vehicles are some ways you may be able to meet your personal financial goals and leave a legacy of learning for future generations of Rowan students:

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College of Education by the Numbers

1,862 undergraduate students

1,103 graduate students

388 school partners worked with Rowan students and faculty and

7 professional development schools in NJ in 2016

100% of graduates passed state-required certification examinations

540 educators certified in 2016

\$1,273,693 in grant funding received in 2016

68 journal articles and books published by faculty in 2016

93 full-time and three-quarter faculty members and professional advisors

dedicated to students

38,281 College of Education alumni



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