A word from the Dean, Dr. Monika Williams Shealey

If one were to believe just some of things being shared in the media related to the state of public education, it’s a wonder why anyone would be interested in pursuing a career in education, particularly teaching. In addition, many of our policymakers seem to believe by passing a content exam without preparation or participating in a summer boot camp will result in better prepared teacher candidates for high needs schools.

Unfortunately, much of the current public discourse on teacher preparation has focused on the lack of credibility of traditional programs in being able to meet the diverse needs of America’s public schools, particularly those serving the neediest learners. This is not the narrative of the Rowan College of Education. Our new vision is to prepare and support reflective practitioners who use education to transform our global society.

These are not just words on a page for us. In order to live out our vision and mission we need to be responsive to global, regional and local needs impacting public education. Our current redesign efforts in teacher education reflect our commitment to ensuring that our graduates are ready on day one for the realities of schooling. Without the support of our thousands of alumni, collaborating mentor teachers, school and district administrators and other school professionals, we would not be the “go to” institution in South Jersey for education. Our legacy drives our future and our future is brighter than ever.

A word from the Associate Dean, Dr. Lisa Vernon-Dotson

In the midst of my first semester as Associate Dean, I am grateful to be a part of the College of Education at Rowan. This is a dynamic organization with many, many passionate and hardworking formal and informal leaders. The two priorities for this semester are the self-study report for our national accreditation and a full curriculum redesign for initial licensure programs.

Our five Continuous Improvement Committees have been working diligently on analyzing data and gathering artifacts and evidence that will serve as the foundation for our self-study report. The report will be presented to external consultants in January for feedback and revised for submission to NCATE by the end of February. The Continuous Improvement process spawned several new and revised initiatives prior to my arrival, including: TK-20 (a data management system), edTPA (a teacher performance assessment), Danielson Framework (clinical practice evaluation), and a new mission and vision for the College.

The curriculum redesign process for initial teacher licensure programs was also in its beginning stages when I arrived. All teacher certification programs were tasked with reviewing their current programs, aligning them to the pillars of the conceptual framework (knowledge, diversity, technology, and impact on student learning), paralleling the national landscape of research and practice in teacher education, and becoming a leading force that focuses on what teachers should know and be able to do.

Facilitating these two priorities takes time, but I am very lucky to have a dedicated group of faculty and administrators with which to work. Without their support, these endeavors would be impossible. The passion that goes into their work is commendable. My goal is to continue building productive relationships with the faculty. I truly believe that mutual trust is the most important ingredient in any change process, and as one can see, we are embracing change.
The College of Education launched the TK20 Assessment System in September 2014. Tk20 is a comprehensive data management and learning outcomes assessment system that provides a rich set of tools for students and faculty that help track and enhance students' learning, as well as make our assessment and accountability tasks easier. College of Education students now have access to Tk20 for four years beyond graduation. This in turn helps build their professional electronic portfolios and support career advancement. The College of Education offers one on one walk in trainings four days a week for faculty members. In addition, COE-Tk20 trainers have been visiting classrooms to provide demonstrations to students on how to utilize the Tk20 interface.

The Continuous Improvement Committee on Assessment (CIC II) facilitated an informative and engaging Assessment Retreat on October 17th. Dr. Glenda Breaux, CAEP Formative Evaluation Specialist, was invited to provide a workshop on inter-rater reliability to College of Education faculty members. The Assessment Retreat focused on rubrics, inter-rater reliability, and data review for program improvements. The work of the retreat was grounded within the framework of culture of inquiry which “fosters reflection on practices and a process of practitioner self-change” and “shifts focus to institutional responsibility, rather than student deficits, when devising solutions.”

The CIC II committee members underlined the value of using data for program improvements. They noted that data should provide us with opportunity and power: to understand what’s going on in our programs to deliberately make changes to ensure our outcomes are consistent with our stated vision and mission; and to lead the University in a commitment to equitable outcomes for our students.

Furthermore, rubrics should be properly aligned to state standards, Specialized Professional Association standards, and to the College of Education conceptual framework. Rubrics must serve as a guide for consistent and accurate evaluation of candidate performance and must ensure inter-rater reliability through insuring:

- Same evaluation standards are applied across raters and performers. Common understanding of the nature and purpose of the instruments, scoring guide, and resulting data. Shared understanding of the key terms that differentiate levels of performance. The CIC II committee is currently investigating best practices for improving return rates for alumni and employer surveys across the unit. During the spring semester, program coordinators will be reviewing their program data to complete their program annual report and provide recommendations for improvements.

The summer was a whirlwind of grants and graduate applications. As a newbie to the College of Education and Rowan, I kept waiting for the “summer lull” that everyone talked about, but it never came!

Research and Grants

Our biggest news is that this year we have applied for two major grants from the New Jersey Department of Education, both in excess of $300,000. It looks like we will be successful in obtaining both grants! The Formative Assessment Grant is a renewal of an existing grant led by Language, Literacy, and Special Education Department Chair, Dr. Jay Kuder, and his team. They received notice that their application for renewal was granted for $323,474. Drs. Marjorie Madden and Valarie Lee applied for the Common Core Academy Grant from NJDOE, which called for building a system with local schools to develop professional development for teachers on how to integrate the common core standards in Paulsboro, Woodbury, Washington Township, Pennsauken, Hammonton, and Guardian Angels Regional, along with CHSS on campus. Drs. Madden and Lee have received preliminary notice that they will be receiving the award. Congratulations to both teams for their hard work and success. We currently have submitted proposals for five externally funded grants and 13 internally funded grants. Our faculty have been very busy this year!

The Office of Sponsored Research provides many workshops, and they have been well attended by COE members. The big news at Rowan with regards to research is that the Institutional Review Board (IRB) system is going electronic with eIRB, which was implemented on October 15th. This change has impacted our faculty with regards to research and also our classes where students have to fill out an IRB in order to conduct research at schools for their coursework. My team has created a user-friendly ‘eIRB checklist,’ which gives faculty and staff step-by-step directions on how to login and maneuver around the online system. The checklist is available online on our blog under the ‘Research and Grants’ tab. In order to continue our efforts to help faculty conduct research in their areas of interest and apply for grants, we are reaching out regarding their needs so that we can gear our focus and efforts on finding grants and other opportunities tailored specifically to our faculty.

Graduate Education

This summer was jam-packed with a record number of graduate applications for the fall semester. We have had to open more sessions for graduate students; our student enrollment is robust. As we continue to expand our current programs, we are also making additions to our graduate education programs. New curriculum proposals were submitted in October. COE submitted an entirely new Ph.D. Education curriculum proposal, which was approved by the Board of Trustees Academic subcommittee over the summer. The faculty proposed 41 new courses for this Ph.D. program. This was truly a collaborative effort across programs and departments, and many individuals across the college have contributed over the past year to bring this program to fruition. We are also adding a Certificate of Graduate Study (COGS) in Enhancing Instructional Practices in Health Professions Education, which will focus on training medical educators to become better instructors in the classroom. This curriculum proposal was a part of the Robert Wood Johnson grant that was awarded to a team from COE, the School of Osteopathic Medicine, and the Camden Medical School of Rowan University to better train health care professionals who teach their respective institutional candidates, such as future doctors and nurses.

Events

At COE, we are striving to build a community both within and well beyond the College of Education. When school started, we hit the ground running with two Pretzel socials in September, which allowed students to meet our dean’s office staff and grab a snack between classes. We celebrated Homecoming this year on October 18th with a tent on College Row. Our “Applefest” theme featured apple cider doughnuts, games, educational trivia, program information, and giveaways in support of our alumni. We unveiled the new College of Education graphic designed by COE’s very own Nicole D’Urbano, a junior in Art Education. Her winning design incorporating our new tagline, “Access, Equity, Success… Turning Research Into Practice,” will become the symbol that represents the College of Education. There are big spring events which we are already planning, including Ed Expo, COE Awards Ceremony, and commencement. With midterms in our rearview mirror and the end of the semester in our sights, we continue moving forward on research and grants, expanding graduate education, and bringing the College of Education community together.
As educators, we have an incredibly important job, and as such, it is vital that we constantly work to better ourselves for our students. Rowan’s Eta Psi chapter of Kappa Delta Pi, the International Honor Society of Education, aids in molding top educators by providing members with teaching experience, professional development, and fundraising opportunities for various charities. This honor society ultimately gives current or future teachers a chance to make a difference in their community while enhancing their own skills for the classroom.

Kappa Delta Pi hosts several events throughout the year for children within the community. Two major events include the Pajama Party and Literacy Alive. During the Pajama Party, our chapter invites local elementary school students to Rowan University for a holiday themed literacy event. This event encourages students to pursue and embrace literacy before their winter break. Students participate in arts and crafts activities, read a story based on the theme, and then watch the corresponding movie. Literacy Alive, another event that is opened up to the community, takes place in the spring. For Literacy Alive, students get to participate in various activities involving mathematics, science, physical education, reading/writing, and arts and crafts with literacy integrated into each activity. For both events, Kappa Delta Pi members schedule out the entire night, design each room to match the overall theme of the event, plan their own activities, and work and play with the children.

In addition to the educational events, Kappa Delta Pi strives to give members constant opportunities to learn and improve their skills in the classroom. Over the past few years, we have held professional development opportunities pertaining to teaching abroad, substitute certification information, teaching strategies, and even active shooter training.

In regards to service opportunities, members of Kappa Delta Pi have raised several hundred dollars for various foundations including the Mtaala Foundation, a local nonprofit organization that raises money in order to build schools for students in Uganda. In addition, we have raised money for the National Teacher Hall of Fame, which dedicated on June 12, 2014, a memorial for teachers who lost their lives while serving in their profession. Members plan and run events such as bake sales and pretzel sales in order to raise the money.

As you can see, the Eta Psi Chapter of Kappa Delta Pi strives to enhance the skills of future or current educators, instill a love of learning within students, and give back to those in need. Are you interested in joining Kappa Delta Pi or want to learn more about what we offer? Please feel free to contact kdp@rowan.edu with any further questions.
Zeta Pi Chapter of Chi Sigma Iota Gets Involved in the Community

The Zeta Pi Chapter of Chi Sigma Iota at Rowan University is an international academic and professional counseling honor society for students in the Counseling in Educational Setting graduate program. This fall semester, Zeta Pi students actively participated in community service events as part of their mission to improve the overall counseling community.

On Saturday, October 18, Zeta Pi students presented a workshop to students in the CHAMP program. CHAMP, or Creating Higher Aspiration and Motivation Project, is designed for students in grades 6-12 of Camden, NJ schools. The program aims to provide services in and out of school including counseling for academic, social, and career planning needs and support for students in their pursuit for post-secondary success.

Zeta Pi presented a workshop on S.M.A.R.T. goals (specific, measurable, achievable, relevant, and timely) in order to assist junior and senior high school students of Camden with their social/personal, academic, and career goal planning. Students were actively engaged in the workshop and eager to learn more about how to make their goals a reality.

Thanks to the CHAMP program, these students have been given the support they need to succeed. Zeta Pi will continue to present workshops on a monthly basis on a variety of themes applicable to middle and high school students. Zeta Pi is extremely thankful to be involved with the CHAMP program and is honored to be able to contribute the knowledge and expertise gained from Rowan’s Counseling in Educational Settings program to the development of Camden’s aspiring youth.

In addition, on Sunday, 10/19, Zeta Pi participated in the Out of the Darkness suicide prevention walk. With winds howling and temperatures cold, students bundled up and walked around the Gloucester County Institute of Technology campus in Sewell, NJ. Sponsored by the American Foundation for Suicide Prevention, the event aimed to raise money and awareness for more effective suicide prevention interventions. All proceeds from money raised for the walk will be used to fund research and educational programs crucial for suicide prevention.

As counseling students who are actively involved with crisis intervention procedures in our schools and community, Zeta Pi was honored to participate in this event and to contribute their passion and focus to the critical mission of suicide prevention.
Kelley Perkins

I completed my B.A. in child development at Lynchburg College in Virginia. I worked in the field as a preschool, kindergarten teacher and a director of both non-profit and for-profit child care centers.

I returned to school at University of Delaware to complete my masters and now I am a doctoral candidate in Human Development and Family studies. While at UD I worked on state policy initiatives for quality improvement. I also worked as a technical assistant with early childhood programs and designed and implemented professional development programs across Delaware.

Last year I worked for the McCormick Center for Early Childhood Leadership at National Louis University serving as the program coordinator of Delaware’s Early Learning Leadership Initiative. I was also an adjunct at University of Delaware teaching courses in early childhood and community connections.

Broadly, I am interested in the connection of policy, research and practice within the field of early childhood education.

I bring a perspective from a practitioner in the field as well as a researcher. My training in a human development and family studies department prepared me to have a strengths-based approach to interventions and a risk and resiliency perspective. This has been valuable learning for me and something that I hope to contribute to the department and college as a whole.

My overarching objectives in teaching are to promote knowledge and empowerment to create transformational learning through the modes of critical thinking, creativity and problem solving. My favorite teaching moments have been witnessing the transformation that students undergo when becoming a teacher.

I practice yoga and mediation. I love traveling, camping and spending time outdoors.

Zeynep Ercan

My research agenda focuses on culturally and linguistically diverse children, teachers, families and communities within the field of early childhood education (ages 0-8). Some of my recent research projects include the educational experiences of children and families from unique immigrant communities such as Turkish and Burmese.

I have been actively serving educational and academic communities on the local, national and international levels. I provide professional development and mentoring for early childhood and elementary educators to impact student learning and growth with long-term partnerships. My passion is always working with local schools and educators, and interact with bright learners and introduce them to innovation such as introducing 3D technologies to their classroom.

Four main concepts emerge out of my teaching: First concept is facilitating the construction of teacher knowledge. I support students to engage in reflective practices, critical thinking and collaborative learning.

Second concept in my teaching is guiding teachers to link theory and practice in childhood education.

The third concept in my teaching is promoting teacher growth. The last concept in my teaching is modeling professionalism. I accomplish this by responding to emerging needs of learners, engaging learners in reflection, creating a positive and productive learning environment, and respecting learners.

My greatest achievement is being able to be have a happy family including two active boys! It is hard to keep up with a home and an office!

My best teaching experience happens often, when I am able to support teacher candidates as they transition them from uncertainty, struggle, and resentment for the challenging task of working closely with a child.

I love doing science experiments with my boys, and make homemade lotions and creams.
I am a first generation college student with parents who were part of the Great Migration in this country. Overcoming the multiplicative effects of my gender, my race, and my socio-economic status have been the norm for me.

Therefore, I have served as a liaison in educational institutions to empower teachers and administrators to develop equity for all students. My passion in research is to investigate and analyze the socioeconomic factors which plague the underserved populations of our nation, and develop solutions through education, to close the educational gap, especially in science, math, and technology.

As a K-12 teacher, counselor and practitioner I bring my firsthand experience, knowledge and common sense to childhood development, mental health, special education, and current concerns that are endemic to education.

As a mentor for many students and young adults I have been fortunate to see the thread of learning through my practice with over 35 years of experience.

The world needs all kinds of learners and I especially bring the diversity of learning styles to the College of Education.

My philosophy is that we all learn when we feel safe and secure in our learning environment. Besides running the Marine Corp Marathon, my greatest achievement was standing in front of 125 Administrators as the Keynote Speaker for the Camden City Administrators Convocation.

I am a voracious reader, I have run marathons, I knit, I sew and above all I am proud to be an Educator.

Prior to my true calling as an educator, I worked in the business world from high school in 1985 through my first teaching job in 1999. My career passion has been the integration of my former career as a “techie” in the business world, to my love for education and learning.

I started in education as an English teacher for a regional high school with a wide diversity of students. I then became Technology Director for a public school district in Camden County, NJ for eight years. Currently, I am the Educational Technology Product Manager for a national educational company as well as an instructor and Program Coordinator for Educational Technology for the Department of Teacher Education here at Rowan University.

My education highlights include: Masters in Education, Rutgers University, New Brunswick, NJ. Masters in Educational Technology, Rowan University, Glassboro, NJ. Doctorate in Educational Leadership, University of Phoenix, Phoenix, AZ.

Besides my extensive technical skills and knowledge of educational technology best practices, my expertise includes 21st century learning skills, Common Core State Standards, online assessments that creatively address the Common Core, and innovative technology products that support learning in the classroom.

I am fully-versed in navigating change, supporting learning organizations, and transformational leadership. As a former district administrative leader for educational technology, I also have a wide range of knowledge and skills to ensure that all students have access to technology and that all teachers have the skills to infuse technology into education.

One of my greatest achievements would have to be earning my two masters degrees and my doctorate while working full-time and learning and growing to be a better spouse.

My best teaching experience was watching my students become completely immersed when we were working in small groups to create a class website on Sandra Cisneros’ The House on Mango Street. I currently live in Gloucester County, NJ with my spouse, our two dogs, and our two cats. acrylic painting, singing, gardening, getting together with friends, and baking.
Jennifer Rich

I am so excited to be a part of the Teacher Education faculty here at Rowan! I was a New York City elementary teacher, received my undergraduate degree from Muhlenberg College, and my Masters in Reading and Literacy from Bank Street College of Education. I am currently completing my doctoral work at Rutgers University in New Brunswick. For the past three years, I have been teaching at Rider University.

My dissertation focuses on using social media to create professional learning communities with pre-service teachers. I am interested in bridging the gap between teacher education and what happens during those first years of teaching, particularly for teachers in urban schools.

Some of my professional interests lie in teacher education, urban education, and building relationships with schools and teachers. As a Bank Street student, I was fortunate to have learned and worked in a PDS myself. As a Bank Street alum and adjunct professor, I continue to mentor and teach in a Bank Street PDS, so being a part of a COE that has such thriving Professional Development Schools is something that I have been searching for in my work.

While I’m not sure that I’ve achieved my greatest achievements yet, I am always proud of watching my students graduate and enter the teaching profession.

My best teaching experiences happen over and over when I have worked hard to make a class session go well. When we get into that groove where they “get” what I am hoping they get, and I am able to help them get there. Those moments when my teacher candidates move through their disequi-

Anna Q. Sun

My name is Anna Q. Sun and I am a new faculty and the graduate program coordinator of the M.A. in School Administration. I have been a teacher and administrator for more than 15 years. I come from Buffalo New York where I have lived for the past decade.

I obtained my Ph.D. in Educational Leadership and Administration and Ed. M. in Comparative and International Studies in Education from State University of New York at Buffalo.

My ongoing scholarship and research include educational leadership and policies, social justice in schools, school changes and reforms, international development and studies in educational leadership, and mixed and qualitative research methodologies.

I have participated in several research projects sponsored by University Council for Educational Administration (UCEA), British Educational Leadership Management and Administration Society (BELMAS) and the Ford Foundation, on which I have published several journal articles, book and book chapters.

With my years-long teaching experiences, research focuses and skills, and dedicated services to the communities, I think I would be a great asset for the College of Education. I have a strong theoretical and practical background in adult and non-traditional student learning and provide students with multiethnic, multicultural, and global perspectives in my teaching. My research provides COE students with the cutting-edge knowledge and debates in education.

In addition, serving communities at local, national, and international levels is always my passion and career goal. Currently, I am serving at Rowan on the Field Experiences Continuous Improvement Committee III, curriculum committee, and library committee.

My daughter is a second-year university student. She is my joy and a greatest achievement in my life, because she has brought so much happiness into my family and my life.

Teaching is my passion and my best teaching experience always happens, when I am able to help special-need students who are struggling, when I am able to advice and help students who are at the edge of dropping his/her education, when I am able to approach students who are shy away from challenging assignments, etc.

I love watching comedies and anything that can make me burst into laughter.
Trevor Smith

I earned my BS (Physics), MST (Physics concentration) and PhD (Physics) from the University of Maine. My dissertation focused on studying student understanding of various topics within advanced undergraduate thermal physics courses and developing instructional activities to use within those courses.

I study how people think about and learn physics, as well as different methods for teaching physics. I am particularly interested in students' simultaneous development of physical intuitions and formal mathematical skills throughout the secondary and post-secondary physics curriculum.

I use a mixed methods approach to much of my research: combining data from written surveys with those from individual interviews and classroom observations to perform qualitative and quantitative analyses.

One of my greatest achievements has been developing a method for displaying statistical uncertainty in a particular representation of students' learning. A method known as Model Analysis is used in physics education research to create a scatter plot of a class's use of different physical models to answer various questions, but the original method did not include error bars within the plot.

I am a percussionist, and my specialty is marching quads. I spent four summers touring with the Bluecoats Drum & Bugle Corps, based in Canton, OH. We rehearsed about 12 hours each day, slept on the floors of school gymnasiums, and gave 35-40 performances around the U.S. I have also performed with the University of Maine's Symphonic Band and Percussion Ensemble, and the Bangor Symphony Orchestra.

Stephanie Abraham

I am Stephanie Abraham. I am deeply interested in how schools and classrooms contribute to the shaping of social society. I have studied how school and classroom practices may further social wrongs through prejudices and privileges.

My work is dedicated to developing and practicing critical pedagogies, which may help to undo social wrongs and create equality and justice in schools and societies. My scholarship has been recognized by the University of Georgia's Innovative and Interdisciplinary Research Grant, and I was a summer teacher scholar in Oaxaca, Mexico funded by the National Endowment for the Humanities. My work has been published in Radical Teacher, TESOL's Bilingual Newsletter, and Discourse.

I teach courses in the Department of Language, Literacy, and Special Education for pre-service and in-service teachers in language and literacy pedagogies.
Elementary Education Club

The Elementary Education Club is a group of students that are passionate about working with children in their future. As a group, we come together as eager future teachers ready to take on the education world.

Throughout the year, we participate in a series of events that benefit the local communities of Rowan University. Each year we collaborate with other education organizations on campus to participate in the university’s annual Homecoming festivities and to decorate a room in the Haunted Student Center right before Halloween.

We look forward to giving back to the community as members of our club donate food and toys to local families around the holidays. A personal favorite of the local schools is when we donate new books that can be added to their libraries. This spring we will be hosting our second annual STEM Engineering Night. This is a night full of creation, innovation, and experimentation as we transform the entire second and third floor of James Hall into a hands-on engineering experience for children from local school districts. A variety of lessons and activities are instructed and guided by our members that allow these children to really stretch their thinking and be creative. Finally, we stay active on campus by hosting fundraising events at local eateries on and off campus. Together, the members of the Elementary Education Club come together to create a learning community where we all share our common passions for teaching and children to strive to create a positive atmosphere focused on giving back to the local communities.

Association for Supervision and Curriculum Development (ASCD)

ASCD is a global community dedicated to excellence in learning, teaching, and leading. This is a premier organization which includes superintendents, administration, and teachers who are currently in practice, as well as pre-service teachers. The student chapter at Rowan University is designed to accelerate pre-service educators and students teachers’ professional development and their self-identification in education. This year as a group, they have participated in workshops featuring keynote speakers such as Carol Ann Tomlinson, a famous author of educational books (some of which are used here at Rowan University).

We have also held workshops presented by a local high school Vice Principal and a first year teacher, who graduation from Rowan, on crucial interviewing questions, as well as different interview styles used such as the traditional in person interview, a video submission, and demo lessons. Coming up this semester, we have planned workshops on resume writing and mock interviews. We also have a conference that we will be attending in November that focuses on the new PARCC assessments and is presented by supervisors from the Pennsville School and Pine Hill School Districts. As a service project, we will be collecting children’s books to donate to school libraries when some Rowan education majors visit India in January to teach in village schools in and around Jaipur.
Art Education Students Take To The Beach

Art teachers from New Jersey gathered October 5, 6, 7 to connect and share their teaching experiences and love for Art at the Art Educators of New Jersey (AENJ) Conference in Long Branch NJ. The conference was held at the Ocean Place Resort & Spa Hotel, located right on the beach. Over the course of three days, we attended professional presentations by veteran art teachers and keynote speakers, most notably from artists William Wegman and John Gowdy.

As future art educators, we attended workshops that addressed job searching strategies, designing teaching portfolios, and classroom management techniques. In other workshops we explored hands-on ideas for the art classroom.

Another feature of the conference included, an entire exhibition space where vendors from across the country displayed the latest and greatest art media and supplies, we came away with bags filled! Giveaways included books, posters, and an array of art materials.

NAEA Student Chapter members from Rowan University, as well as Art Education majors from Montclair State University, and NJ City University, presented at the Student Roundtable Event. Here students introduced hands-on lessons to an audience of their peers and art teachers. Among the many lessons presented this year, we were introduced to painting with unconventional and naturalistic materials such as tea and coffee, and how to make abstract art using a Japanese ink floating process called *Suminagashi*. The student roundtable event gives student an opportunity to share creative ideas and receive feedback about our lessons from veteran teachers who drop-in and participate with us.

Our NAEA Student Chapter members also assisted guest speaker and sculptor John Gowdy with his sculpting workshops on the beach. Mr. Gowdy travels around the world creating brilliant works of art in sand. He also organizes and judges a variety of competitions across the country. As his assistants we were on the by 8:00 am to help Mr. Gowdy prepare for his afternoon and morning workshops. We shoveled thirteen, three-foot high sand piles and hauled buckets of water from the ocean so that workshop participants could create sand sculptures. Mr. Gowdy taught participants how to create a proper mix of sand and water, and consider how to build structural supports for their works. Within two hours, participants had created dolphins, mermaids and a variety of sea creatures. Mr. Gowdy enjoys working with people, his stories about his experiences as a sculptor and as an artist living in Italy drew his audience in. We felt fortunate we were given the opportunity to assist Mr. Gowdy with creating an amazing experience for the teachers! This conference gave New Jersey’s future art educators the opportunity to immerse themselves in the world of art education and connect with educators who share the same beliefs and values in the practice of teaching the visual arts. We students come away feeling greatly supported and respected by the teachers we encounter at these professional venues. We look forward to the day they will refer to us as “colleagues.” After having attended the conference we are now even more passionate about our goals to becoming inspiring art teachers. Overall, AENJ’s students had an amazing experience and we’re looking forward to more professional opportunities by attending the NAEA Convention in New Orleans, Louisiana this coming spring!

Melissa Silvestri is an Art Education major and Senator for Rowan’s National Art Education Association (NAEA) Student Chapter. The NAEA Student Chapter volunteers at numerous service projects throughout the year on and off campus, and has been assisting at the Art Educators of New Jersey professional conferences for the last 12 years.

Photographs taken by Melissa Silvestri
The Office of Field Experience (OFE) has been busy placing students for their field experiences. This semester, Rowan University College of Education has formalized placements for nearly 1000 students participating in pre-clinical practice experiences and 267 candidates for their clinical practice (student teaching) placements. Our hosts for these placements include 291 schools across 45 districts. New faces: OFE is expanding. We welcome Patty Curcio, Placement Coordinator, and Christina Sampson, Placement Specialist, to our team.

**Professional Development Schools**

The College of Education has many PK-12 school partners and five formal Professional Development School (PDS) Partnerships. Each of the PDSs are assigned a Rowan University College of Education faculty member to serve as the liaison between the school and the university. This faculty member is the Professor in Residence (PiR) who spends part of his/her work assignment at the PDS site.

- **Hainesport Township (Hainesport)**
  - **Principal:** Dr. Joe Campisi
  - **PiR:** TBA
  
  Although there is no PiR at this PDS, the partnership is strong at the helm of the “teaching” superintendent.

- **West Avenue School (Bridgeton)**
  - **Principal:** Mr. Sum Hall
  - **PiR:** Sherry Graham
  
  The West Avenue PDS is focused on 1) developing a collaborative triad teaching model to pilot in spring 2015; 2) providing ongoing technology training to support the district’s curriculum; and 3) continuing data collection in support of Protecting Instructional Time.

- **Quarter Mile Lane School (Bridgeton)**
  - **Principal:** Dr. Roy Dawson
  - **PiR:** Lisa Falls
  
  Lisa serves as the new PiR to Quarter Mile Lane. In addition to building the foundational relationship with the staff at the school, she will be working with their learning communities on expectations related to PARCC.

- **Johnstone School (Vineland)**
  - **Principal:** Dr. Louise Karwowski
  - **PiR:** Cori Brown
  
  This PDS is working to embed professional development focused on the understanding the four domains of the Danielson Framework. Data collection on instructional time within the collaborative triad model is also taking place.

- **Holly Glen (Monroe Township)**
  - **Principal:** Mr. Tom Meyers
  - **PiR:** Stacey Leftwich
  
  Holly Glen is focused on their WIN (What I Need) program. Professional development for first grade teachers is geared to grouping based on student needs. The PDS is working on a Self-Study: Pre-Assessment.