

# **U.S. Department of Education**

Washington, D.C. 20202-5335



## **APPLICATION FOR GRANTS UNDER THE**

**TRANSITION TO TEACHING PROGRAM - (STATEWIDE)**

**CFDA # 84.350B**

**PR/Award # U350B090023**

**Grants.gov Tracking#: GRANT10132464**

Closing Date: JAN 21, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter c (for example, c1, c2, c3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
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* 3. Date Received: 01/21/2009	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	* 5b. Federal Award Identifier: _____
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State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
----------------------------------	--

8. APPLICANT INFORMATION:

\* a. Legal Name: William Paterson University

* b. Employer/Taxpayer Identification Number (EIN/TIN): 22-2781603	* c. Organizational DUNS: 173169160
---	--

d. Address:

* Street1:	300 Pompton Road
Street2:	_____
* City:	Wayne
County:	Passaic
* State:	NJ: New Jersey
Province:	_____
* Country:	USA: UNITED STATES
* Zip / Postal Code:	07470

e. Organizational Unit:

Department Name: _____	Division Name: College of Education
---------------------------	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Mr.	* First Name: Martin
Middle Name: B.	_____
* Last Name: Williams	_____
Suffix: _____	_____

Title: Director, Office of Sponsored Programs

Organizational Affiliation:  
\_\_\_\_\_

* Telephone Number: 973-720-2852	Fax Number: 973-720-3573
----------------------------------	--------------------------

\* Email: WilliamsM@wpunj.edu

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.350

CFDA Title:

Transition to Teaching

**\* 12. Funding Opportunity Number:**

ED-GRANTS-111308-003

\* Title:

Transition to Teaching Grant Program: Statewide Projects CFDA 84.350B

**13. Competition Identification Number:**

84-350B2009-2

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

State of New Jersey

**\* 15. Descriptive Title of Applicant's Project:**

New Vistas Teachers Project

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

\* a. Start Date:

\* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="3,043,413.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text"/>

\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)

Yes  No

21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:  \* First Name:   
 Middle Name:   
 \* Last Name:   
 Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 William Paterson University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 212,500	\$ 231,000	\$ 233,312	\$ 224,202	\$ 224,652	\$ 1,125,666
2. Fringe Benefits	\$ 48,039	\$ 50,635	\$ 46,647	\$ 44,384	\$ 44,085	\$ 233,790
3. Travel	\$ 7,500	\$ 6,500	\$ 7,500	\$ 6,500	\$ 6,500	\$ 34,500
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 35,000	\$ 29,000	\$ 28,000	\$ 18,000	\$ 18,000	\$ 128,000
6. Contractual	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 75,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 47,500	\$ 37,500	\$ 47,500	\$ 47,500	\$ 22,500	\$ 202,500
9. Total Direct Costs (lines 1-8)	\$ 365,539	\$ 369,635	\$ 377,959	\$ 355,586	\$ 330,737	\$ 1,799,456
10. Indirect Costs*	\$ 29,243	\$ 29,571	\$ 30,237	\$ 28,447	\$ 26,459	\$ 143,957
11. Training Stipends	\$ 275,000	\$ 275,000	\$ 275,000	\$ 275,000	\$ 0	\$ 1,100,000
12. Total Costs (lines 9-11)	\$ 669,782	\$ 674,206	\$ 683,196	\$ 659,033	\$ 357,196	\$ 3,043,413

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2009 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Department of Health & Human Services

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)?



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 William Paterson University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

Budget Categories	(b)(4)
1. Personnel	
2. Fringe Benefits	
3. Travel	
4. Equipment	
5. Supplies	
6. Contractual	
7. Construction	
8. Other	
9. Total Direct Costs (lines 1-8)	
10. Indirect Costs	
11. Training Stipends	
12. Total Costs (lines 9-11)	

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Martin Williams</p>	<p>* TITLE</p> <p>Provost &amp; Sr Vice Pres of Academic Affairs</p>
<p>* APPLICANT ORGANIZATION</p> <p>William Paterson University</p>	<p>* DATE SUBMITTED</p> <p>01/21/2009</p>

Standard Form 424B (Rev. 7-97) Back



## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

**Optional - You may attach 1 file to this page.**

5 FINAL New Vistas GEPA Statement 1.21.09.

Add Attachment

Delete Attachment

View Attachment

**Transition to Teaching Grant Program: Statewide Projects  
CFDA 84.350**

**New Vistas Teacher Project**

GEPA Statement

The steps taken by William Paterson University to insure compliance with Section 427 of the General Education Provisions Act are, to a large extent, embedded throughout this proposal to support the education of future teachers. Information is also included on the diversity of New Jersey's population and how that is represented in William Paterson's student body, and particularly how it relates to the University's academic program and the communities that will be involved in this project.

As an institution, William Paterson University is acutely aware of and responsive to issues of equal access. Diversity and access are, in fact, part of the University's Mission Statement and the focus of a special resolution by the Board of Trustees in 1999:

Resolution on Diversity at William Paterson University

Whereas, Diversity enriches the educational experience through the exchange of different ideas, beliefs and perspectives, and diversity promotes personal growth and a healthy society because it challenges stereotyped preconceptions, encourages critical thinking, and helps students learn to communicate effectively with people of varied backgrounds; and

Whereas, Diversity strengthens communities; prepares student to become good citizens in an increasingly complex, pluralistic society; fosters mutual respect and team work; helps build character and contributions; and

Whereas, Diversity enhances the nation's and the state's economic competitiveness because it brings together individuals from varied and different backgrounds and cultures into the workplace; and

Whereas, The William Paterson University of New Jersey is a public university and accepts, as part of its mission, the responsibility to address the needs of the diverse institutions and populations within its service area; therefore be it

Resolved that the Board of Trustees of William Paterson University strongly reaffirms its support for diversity among faculty, students, staff, and programs, and commits everyone in the William Paterson University community, in their roles and responsibilities, to implement the University's diversity initiatives, and maintain a climate of respect and tolerance as part of the institution's commitment to educational quality.

Further, the University support offices and programs specifically designed to insure equitable access, appropriate support and encouragement, and advocacy for disadvantaged or classified students. The offices include the Educational Opportunity Fund Program, the Educational

Enrichment Center, the Basic Skills Program, the Women's Center, the Office of Disability Services, and the Employment Equity and Diversity Office

In particular, this project will include the following activities to insure the broadest participation possible:

The New Vistas Teacher Project will recruit project participants through African-American and Latino sororities and fraternities.

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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> William Paterson University	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Dr.	* First Name: Edward Middle Name: B.
* Last Name: Weil	Suffix:
* Title: Provost & Sr Vice Pres of Academic Affairs	
<b>* SIGNATURE:</b> Martin Williams	<b>* DATE:</b> 01/21/2009

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Ana Maria		Schuhmann	

Address:

* Street1:	300 Pompton Road
Street2:	
* City:	Wayne
County:	Passaic
* State:	NJ: New Jersey
* Zip Code:	07470
* Country:	USA: UNITED STATES

\* Phone Number (give area code) Fax Number (give area code)

973-720-2137	973-720-3467
--------------	--------------

Email Address:

SchuhmannA@wpunj.edu
----------------------

**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 34 CFR 75.127-75.129 (I) (B), Exemptions (1), (2) and (3)

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

7 Exempt research narrative.pdf
---------------------------------

Add Attachment

Delete Attachment

View Attachment

William Paterson University of New Jersey

**Exempt Research Narrative**

The New Vistas Teachers Project is exempt due to the nature of data being collected and evaluated which is monitored by the project evaluator. The data collected and evaluated relative to student success will be derived from the published state report cards for each participating school district. Any survey data collected from the grant participants will be collected by the project evaluator in a manner that the subjects will not be identified. All research being conducted is acceptable practice involving normal educational practices. This complies with 34 CFR 75.127-75.129 (I) (B), Exemptions (1), (2) and (3).

# **Project Narrative**

## **Abstract Narrative**

### Attachment 1:

**Title: Pages: Uploaded File: 1235-1 FINAL New Vistas TTT Abstract 1.21.09.pdf**

## Abstract

William Paterson and Kean Universities prepare nearly 40% of traditionally educated teachers in New Jersey, and propose an alternate route program to address critical teacher shortages in high need school districts across the state. Building on New Jersey's trailblazing work in alternate route teacher certification, we propose a technologically focused, results-driven program of teacher recruitment, preparation, and support **The New Vistas Teacher Project.**

New Vistas will collaborate with 4 very high need urban districts with critical teacher shortages, located in the northern and central regions of the state: East Orange, Elizabeth, Passaic, and Paterson. These districts have a combined population of nearly 400,000 and enrollment of over 67,000 students, of whom 95% are members of underrepresented groups, and 75% live in poverty. The major goal of the project is to increase the academic achievement of low income urban students by preparing high quality teachers in areas of shortage.

**New Vistas** creates a sustainable design for **dual certification** and induction support for college graduates and mid-career change professionals turned teacher candidates, for a total of 220 teachers/55 teachers a year in the areas of Special Education, ESL, Bilingual, Mathematics, and Science. Teachers will receive specialized preparation in teaching English Language Learners as well as special needs students using 21<sup>st</sup> century technologies. Instruction will feature an online format with a centers of excellence.

Emphasizing the IHEs' experience with the Professional Development School model, partner school districts will gain a dependable supply of meticulously selected, well-trained candidates in the most difficult to staff teaching areas. Partner universities will produce a statewide program of unified, technologically focused, teacher preparation addressing core pedagogical competencies.

# Project Narrative

## Project Narrative

### Attachment 1:

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## Introduction

**The New Vistas Teacher Project**, developed collaboratively by **William Paterson University (WPU)** and **Kean University**, contains activities and benchmarks carefully aligned with the project's goals, objectives, and outcomes. New Vistas seeks to reform and modernize the current New Jersey alternate route teacher preparation program, including the up-to-date use and understanding of cutting edge technology, while addressing and implementing strategies to impact our increasingly diverse student population; to improve the preparation and use of pedagogy by mid-career changers and recent college graduates as they enter the teaching profession, to align professional development for these novice practitioners, as well as supporting the induction needs for the long- to ensure success and retention.

William Paterson has been successful through a *Transition to Teaching Program* grant in a consortium led by Montclair State University in 2003, which also included Kean University, New Jersey City University, and the high needs school districts of Newark, Paterson, and Jersey City. A *Transition to Teaching Program* grant was awarded to Kean in 2002, and successfully placed qualified teachers in the high need partnership districts of Elizabeth, Perth Amboy, Linden and Rahway.

The proposed New Vistas project partners with the high need school districts of East Orange, Elizabeth, Passaic, and Paterson to recruit, prepare, and retain career changers and recent college graduates. The program will **dually certify** and prepare highly qualified teachers for the high need areas of **K-12 Mathematics and Science** with either **ESL, Bilingual** or **Special Education certification**, or **Elementary Education certification** combined with **ESL, Bilingual** or **Special Education**. New Vistas also includes a **hybrid course component** utilizing the **latest online learning technologies, staff development** for all participants on how to work with **English**

**Language Learners (ELLs) and Special Education populations**, as well as a weekend face-to-face training format, both designed to allow participants the flexibility to remain employed in their non-teaching career until becoming the teacher of record.

### **William Paterson University**

William Paterson University is one of the oldest state colleges in the New Jersey system of higher education. Founded in 1855 as the Paterson City Normal School, William Paterson University has evolved into a liberal arts college offering 30 undergraduate and 19 graduate degree programs in five colleges. The campus is located just 20 miles west of New York City. The student body of over 11,200 undergraduate and graduate students is drawn primarily from the surrounding urban area and reflects the area's ethnic diversity. Many of the students are economically and educationally disadvantaged, the first members of their families to attend college.

It is particularly important that a Transition to Teaching program be established at William Paterson University because of its strong history as an institution of teacher preparation, its commitment to minority recruitment and retention, and because of its unique location which places it in the midst of a large and diverse population with close proximity to New York City, which has been hard-hit by recent economic downturns. Many out of work professionals with significant career experience will be viable candidates for Transition to Teaching, able to transition their skills from various fields to the classroom.

### **William Paterson's College of Education**

The mission of the College of Education is to serve as a major resource for educational practitioners and institutions by preparing students for entry into teaching and educationally-

related professions; providing educators with additional and advanced professional preparation and continuing development in selected disciplines; and preparing students to participate effectively in a diverse society. The College promotes teaching and learning by contributing to the collaborative participation of students and faculty. In pursuit of this mission, the College of Education is dedicated to promoting student success and academic excellence in the advancement of teaching and life-long learning through scholarly work, constant reflection, and ongoing assessment. As a diverse and multicultural group, the William Paterson University College of Education will be a leader for the initial and continuing development of inquiring innovative educators in our global technological society. All education programs at William Paterson are nationally accredited by NCATE, a recognition given to only one third of the teacher preparation institutions in the nation.

The College of Education has developed a network of thirty Professional Development Schools (PDS), many of which are in the high needs districts of Passaic and Paterson. These PDS's are model sites for professional development for both pre-service and in-service teachers where best practices in urban education lead to success for all students.

### **Kean University**

Kean University began its 150<sup>th</sup> year of continuous distinctive service as a state institution of higher education in April 2004. Founded in 1855 in the city of Newark as a Normal School, Kean was the first public postsecondary institution in New Jersey. Now the third largest university in the state, Kean offers 50 undergraduate programs, 30 Master's degrees, two post-Master's professional diplomas, and two doctoral program. Five colleges, together with the School of Visual and Performing Arts, serve over 14,000 students. This student body of

full-time and part-time students is drawn primarily from the surrounding urban area and reflects the ethnic diversity of the area. The faculty are equally diverse in that almost a quarter of the faculty are members of underrepresented groups.

### **Kean's College of Education**

The mission of the College of Education (COE) is to prepare informed, dynamic professionals who have the prerequisite knowledge, skills, and dispositions to be effective educators in diverse urban settings. The COE enrolls over 2,000 students in 14 undergraduate programs and close to 1,000 graduate students in ten graduate programs. Kean University is currently the largest producer of teachers in the state, and ranks 15th in the nation in the number of education degrees awarded to Hispanics. All education programs at Kean are nationally accredited by NCATE, a recognition given to only one third of the teacher preparation institutions in the nation.

The COE has developed and implemented nineteen Professional Development Schools (PDS) in urban special needs districts: Rahway, Newark, Plainfield, Perth Amboy, Roselle, Hillside, Middlesex County Educational Services Commission, and Morris/Union Jointure Commission. These PDS's are model sites for professional development for both pre-service and in-service teachers where best practices in urban education lead to success for all students.

### **Kean's Center for Bilingual Education**

The Center, established in 1975, provides pre-service and in-service training for bilingual education and English as a Second Language teachers both on- and off-campus. At the request of school districts, faculty offer professional development opportunities and institutes on educating multicultural and language minority populations. Federal funding (Title VII) provides tuition for educators pursuing careers in these fields. Over 1,500 teachers of second language

learners, most of them of Hispanic origin, have received certification. These teachers comprise the great majority of the bilingual staff in Newark, Elizabeth, Perth Amboy, and other high-need districts in New Jersey. Several supervisors and administrators in these districts were originally some of these bilingual teachers.

The proposed New Vistas Teacher Project will be a joint collaboration between William Paterson University and Kean University, and will be housed at WPU.

### **A. QUALITY OF THE PROJECT DESIGN**

The New Vistas Teacher Project creates a sustainable “fast track” program that will **dually certify** and prepare approximately 220 teachers/55 career changers and recent college graduates a year, in the areas of Special Education, ESL, Bilingual, Mathematics, and Science. They will teach in four high-need urban school districts across New Jersey. New Vistas provides teacher preparation and scholarships to mid-career professionals and recent college graduates with mentoring support during the first three years of teaching. The New Vistas model program will be **disseminated to all universities in the state as a viable mechanism for bringing quality teacher candidates to high-need communities**. William Paterson University will partner with Paterson and Passaic School Districts, and Kean University will partner with the East Orange, and Elizabeth School Districts. **These districts have a combined population of nearly 400,000 and enrollment of over 67,000 students, of whom 95% are members of underrepresented groups, and 75% live in poverty.**

The IHE partners will collaborate with these districts to streamline their hiring practices and remove barriers that may hinder the hiring process of highly qualified teacher candidates. LEA partners will give priority to hiring these highly qualified teacher candidates in positions

within their districts. **The program will also provide mentors from the university faculty and districts for support during the induction phase.**

### **A New Alternative to the Alternate Route**

The New Vistas Project will provide an improved alternate route to full teacher certification that addresses the current shortcomings of the New Jersey Alternate Route (NJAR) by:

1. Strengthening the quality and quantity of the preparation and field work career changers and recent college graduates receive prior to becoming the teacher of record.
2. **Dual certification** in the areas of ESL/Bilingual or Special Education along with the areas mathematics, science, and elementary education.
3. Providing in-person and online mentoring support throughout the first three years of teaching, with continuous on-site support from university faculty and mentors.
4. Implementing the Professional Development School model, working in collaboration with school administrators and faculty to create sustainable, collaborative professional learning communities in each of the partner districts.

### **Embracing 21st Century Learning**

It is absolutely essential that today's teachers be well-versed in the use of technology to support classroom instruction. A key component of the teacher preparation is the application of 21st Century teaching skills in a technology-enriched online program. Courses will be taught using a "hybrid" strategy to incorporate both on-line and in-person seminars, classes and workshops. Participants will create electronic portfolios to chronicle their development as teachers. Laptop computers will be made available on-loan to teacher candidates to assure that they have access to "state of the art" equipment for coursework. All teaching experiences and assignments will incorporate the use of 21st century tools such as: wikis, blogs, podcasts,

publishing on the web, Web 2.0, electronic learning communities, etc. Candidates will be expected to incorporate these tools into their teaching strategies throughout their pre-service and teaching experiences.

### **Goal, Objectives and Outcomes**

**The goal of the New Vistas Teacher Project is to improve the academic achievement of students in urban, high needs districts by preparing 220 teachers in areas of teacher shortage. This goal as well as the program objectives will be accomplished through the implementation of three components:**

- 1) Recruitment and dual certification of candidates**
- 2) Specialized skills for urban teaching in the 21<sup>st</sup> century**
- 3) Retention and induction**

### **Component 1: Recruitment and Certification of Candidates**

**Objective 1: To recruit and select 55 high quality teacher candidates who are career changers or recent college graduates in arts or science fields each year for four years, for a total of 220 teacher candidates from diverse linguistic and cultural backgrounds.**

Unemployment is at the rate of 6.1% in New Jersey. The finance and pharmaceutical industries have been hard-hit by the economic crisis and many of these unemployed persons have college degrees, some Masters Degrees and backgrounds in the financial and science fields. Candidates will be recruited from this pool of individuals as well as from college graduates who have found that jobs are no longer available in the business and industries for which they prepared. The partnering districts indicate that their critical shortage areas are: Math, Science, Special Education, English as a Second Language (ESL), and Bi-Lingual..

Recruitment of potential candidates will be conducted through information sessions, both in-person and on-line at the universities and at the local school districts. Web recruitment will be conducted through NJ Hire and NJ Jobs, and the use of other internet-based tools.

**Objective 2: To provide scholarships and support to 55 teacher candidates each year, who will complete dual certification in critical areas of need.**

To increase the number of high quality teachers in the areas of critical need, candidates will be enrolled in the New Vistas Teacher Project, a modified Alternate Route (AR) program. The project will provide preparation and scholarships to mid-career professionals and recent college graduates (in non-education fields) committed to teaching in an urban district for a minimum of three years through training in a hybrid format (both on-line and in person), and mentoring during the initial year of employment by both University and district faculty, as well as continued induction support through year three.

**Objective 3: To provide an enhanced pre-service clinical experience for teacher candidates.**

Candidates will participate in **multiple** supervised integrated classroom experiences during the spring and summer semesters prior to becoming teacher of record in the classroom. Training in the use of positive behavioral supports will be provided to all teacher candidates, enabling these teachers to enter the classroom fully prepared to address behavior and classroom management on day one. Coursework during the pre-service phase will allow candidates to connect educational theory to classroom practice and prepare them for the classroom.

**Component 2: Specialized skills for urban teaching in the 21<sup>st</sup> century**

**Objective 4: Candidates will understand the cultural and learning needs of diverse student populations.**

The partner LEAs have expressed the need for teacher candidates able to instruct English Language Learners and students with multiple cultural backgrounds. The New Vistas project will provide all teacher candidates with training in Sheltered Instruction Observation Protocol (SIOP) in order to meet this goal. New Vistas candidates will develop an understanding of diverse student populations in order to best serve the greatest number of students. Included in this training will be exposure to current pedagogy and practices surrounding culturally diverse students. Kean University is a training center for the State of New Jersey in this methodology. All New Vistas candidates will participate in this initiative.

**Objective 5: Candidates will develop 21st Century Teaching Skills in a technology enriched, on-line program.**

New Vistas faculty will model 21st Century Teaching Skills, incorporating these strategies into the graduate level coursework. Teacher candidates will then be required to demonstrate use of these strategies in Teacher Work Samples during the preparation phase and in the classroom when they become teacher of record.

**Component 3: Retention and Induction**

**Objective 6: To increase teacher retention through effective induction support.**

New Vistas will aid in the retention of teacher candidates by providing quality preparation as well as intensive induction level support, utilizing the proven and effective Professional Development Schools model. New Vistas will support teacher candidates through full use of clinical faculty at local schools and create supportive professional learning communities within each. Teacher candidates will have continuous face-to-face support during their first year of teaching by a Professor in Residence (PIR), as well as in-person and on-line support during years two and three. When candidates become the teacher of record they will be

supported by clinical faculty, as well as in-district mentors. Mentors will be trained by the Universities using an on-line program (The Master Mentor) developed in a previous Federal Grant Project.

**Objective 7: To evaluate and disseminate project outcomes.**

New Vistas will utilize the services of Dr. Jay Gottlieb to assess the outcomes of the project. In addition the New Vistas Teacher Project will share this innovative alternate route model with all state and private universities. Outcome: we will advance our collective knowledge and implementation of “fast track” strategies throughout the state of New Jersey.

**Objective 1: To recruit and select 55 high quality teacher candidates each year for four years from diverse linguistic and cultural backgrounds.**

PD=Project Director

PIR=Professor in Residence

PE=Project Evaluator

PC=Project Coordinator

PR=Project Recruiter

PP=Project Participant

MT=Master Teacher

Activities	Timeline	Responsibility	Outcome/Evaluation
<p>1. Announcements on website, in school districts, community colleges, churches, newspapers, through African American and Latino sororities and fraternities, open houses. Presentation at the WPU math and science recruitment panel. Letters to recent BA/BS graduates.</p>	<p>October January 2009</p>	<p>Project Director Project Coordinator PR PIRs</p>	<p>Prospective participants list generated from WPU and Kean undergraduates in math and sciences, world languages, and substitute teachers with BA/BS degrees, etc.</p>

2. Development of program application and course development.	Fall 2009	PD, PC	Applications completed.
3. Recruitment meetings at WPU and Kean	Fall 2009 (September, Spring 2010, and ongoing)	PD, PC, PR, PIRs	Applications filled out.
4. Selection process: paper review and interviews conducted	Fall 2009 (October) and ongoing	PD, PC, PR & School personnel	Participants interviewed and selected.
5. Orientation/registration meeting for participants.  Participants sign MOU regarding teaching in a high needs district for at least three years.  Laptops loaned to participants.	Spring 2010 and ongoing	PD, PC, PIRs & School personnel	Participants register for Spring 2010 and Summer I and II 2010.

Introduction to online coursework for participants.			
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**Objective 2: To provide scholarships and support to 55 teacher candidates who will complete certification in critical areas of need.**

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Outcome/Evaluation</b>
11. Project participants enrolled in internship in PDS (Teacher of Record).	Fall semesters	PP, PD, PC, PIRs, School Districts	PPs will maintain passing grades within all courses and meet all university, college, and departmental criteria. Satisfactory completion of internship.
12. Project participants will complete certification programs in areas of	On-going coursework	PP, PC, PD, MT, PIRs, Faculty	PP will successfully complete coursework required for certification.

shortage.			
	Three semesters of coursework and experiences in partner schools	MT, PIRs, Faculty	PP will successfully complete practicum experiences required.
	End of certification program	PP, PIRs, MT	PP completes certification.

**Objective 3: To provide an enhanced pre-service clinical experience for teacher candidates.**

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Outcome/Evaluation</b>
1. Participants will complete a five day methods integrated classroom experience, and a	Spring 2010  Summer I 2010	Schools, Departments, State  PF	PP will successfully complete practicum experiences required.

<p>five day integrated classroom experience in the content area they plan to teach.</p>			
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**Objective 4: Candidates will understand the cultural and learning needs of diverse student populations.**

<b>Activities</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Outcome/Evaluation</b>
SIOP Training	Fall 2009/Spring 2010	SIOP Faculty	PPs will be prepared to teach ELLs
Special Education Training	Fall 2009/Spring 2010	Faculty, PIRs	PPs will be prepared to work with the special needs population

**Objective 5: 21<sup>st</sup> Century Teaching Skills in a technology enriched, on-line program**

Activities	Timeline	Responsibility	Outcome/Evaluation
21st Century Teaching Skills	Spring 2010, Summer 2010, Fall 2010, Winter Session, Spring 2011	Faculty	PPs will incorporate 21 <sup>st</sup> Century Teaching Skills into the graduate level coursework, and demonstrate use of these strategies in Teacher Work Samples.

**Objective 6: To increase teacher retention through effective induction support.**

Activities	Timeline	Responsibility	Outcome/Evaluation
Participants will receive support in their schools.	First three years of teaching	PIRs	Retention of 100% in the first three years.

**Objective 7: To evaluate and disseminate project outcomes.**

Activities	Timeline	Responsibility	Outcome/Evaluation
Collect data on:  No. participants reached  No. participants recruited  No. participants applying  No. participants interviewed  No. participants selected  No. participants enrolled - Ethnicity/language background  - GPA  - Number of credits	Fall 2009 and ongoing	PD  PC  PIRs  PE	Data collected. Data analyzed and distributed. Possible feedback to project:  - Need further recruitment  - Need to revise selection criteria
Formative Evaluation Data collected on PP progress:  - GPA  - Grades on individual courses	Spring 2007 and ongoing	PD, PC, PIRs, PE  School District Personnel  Faculty  Master Teachers	- Data analyzed and feedback distributed to project participants and personnel  - Additional

			mentoring/advising/tutoring/or other support services
<ul style="list-style-type: none"> <li>- Number of courses registered for</li> <li>- Number of courses completed</li> <li>- Mentoring sessions attended</li> <li>- Other support services (mentoring, etc.) attended</li> <li>- Workshop and conferences attended</li> </ul>		Principals  PIRs	<ul style="list-style-type: none"> <li>- Revision of course schedule</li> <li>- Skills reinforcement</li> <li>- Counseling, other</li> </ul>
Formative evaluations of clinical experience assessment forms by: <ul style="list-style-type: none"> <li>- University faculty</li> <li>- Master teachers</li> <li>- Principals</li> </ul>	December 2009 and on-going	PP  Master Teachers  University Faculty  Team  PIRs	Feedback to participants and project personnel: <ul style="list-style-type: none"> <li>- Skills needed to be developed</li> <li>- Knowledge to be learned</li> <li>- Strategies to be acquired</li> <li>- Dispositions to be developed</li> </ul>

<ul style="list-style-type: none"> <li>- Self-evaluation</li> <li>- Portfolios</li> <li>- Journals</li> <li>- Video of lessons</li> <li>- Microteaching</li> <li>- Praxis results</li> </ul>			<ul style="list-style-type: none"> <li>- Knowledge, skills, and dispositions mastered</li> </ul>
<p>Summative evaluation:</p> <ul style="list-style-type: none"> <li>- No. of participants completing certification</li> <li>- No. of participants certified in areas of shortages</li> <li>- No. of participants employed in urban special needs schools</li> <li>- No. of participants retained in urban special needs schools</li> </ul>		<p>PP</p> <p>PD</p> <p>PC</p>	

## **B. QUALITY OF PROJECT EVALUATION**

### 1. Key summative evaluation parameters for New Vistas include:

- Comparative teacher retention of New Vistas participants in relation to other non-program candidates hired in the same time frame for equivalent positions in the districts
- Comparative evaluations of teacher performance as reflected by teacher and student attendance and administrative evaluations in relation to other non-program teachers hired in the same time frame for equivalent positions in the districts
- Quality, levels, and extent of teacher integration of technology in the classroom, based on the National Educational Technology Standards – Teachers (NETS-T), developed by the International Society for Technology in Education (ISTE).
- Rates of participant completion of required coursework and qualification for state certifications.
- Grade point average of participating candidates in New Vistas (percent of students whose GPA exceeds 3.0)

### 2. Key formative evaluation factors for New Vistas include:

- Participant assessment of quality of academic course content and delivery
- Participant assessment of quality of mentoring support from their university and their school district
- District/school assessment of: quality of relations with their partner university concerning participant identification, placement and hiring; initial quality of participants upon hiring; quality of candidates in comparison to new teachers from other sources, at end of years one and two

- University assessment of quality of cooperation of school districts and quality of inter-institutional collaboration related to delivery of common core instruction.

**Project evaluation is designed to provide continuous monitoring of services to participants as well as the gathering of evidence to determine impact and effectiveness.**

Evaluation measures will include assessments to reflect on the unique activities and outcomes of the project. Furthermore, the evaluation will analyze data maintained at the university, state, and LEA levels to reflect on the project, its objectives, and goals relating to teacher recruitment and retention.

3. Evaluative methods include:

Surveys. A series of measures to reflect on implementation strategies and program reactions from each cohort (project participants, LEA, and University staff). Each measure developed will have both limited response and open-ended items.

Interview and Focus Group Discussion Protocols. A series of structured measures to garner in-depth descriptive information relative to the implementation strategies and program outcomes from each cohort (project participants, LEA, and University staff).

University Performance. Participant performance in University coursework, including education and identified academic areas will be examined. Measures will include GPA, courses attempted, and courses completed.

Teacher Retention. Participant performance will be monitored as well as their attainment of a Teaching Credential in a targeted area, and retention in a high-need LEA.

Rubrics for use in Assessing Participant Online Portfolios. An independent review committee of educators will articulate the criteria to distinguish successful reflections relative to specific participant products (e.g. portfolios). Participants will maintain an active online portfolio

throughout their engagement in New Vistas of coursework, reflections, and professional artifacts (e.g., lesson plans, assignments, assessments, and rubrics).

Interim and Final Reports. A database will be created to support the completion of interim and final reports. The database will be participant specific and include background variables (e.g. race, socioeconomic status, and pre-program education), courses attempted, completed, and grades, project and college services used, and professional performance data (on the job). Analyses will not only seek to determine the extent to which each project objective was met, but to establish linkages between program strategies and activities, college and LEA support services, successful attainment of a teaching credential, retention as a teacher in a high-need LEA, and teacher performance measures. Such measures will include, but may not be limited to, evaluation reports prepared by district administrators and supervisors and those prepared by university faculty or supervisors.

#### 4. Formative and Summative Data to be collected

Formative data will be collected and analyzed by the faculty team, project administrators (director, coordinator), evaluator and project participants from the onset of the project until its conclusion.

Formative data include but are not limited to:

- Transcripts of participants' previous work to determine GPA
- Number of years of teaching or tutoring experience of participants
- Initial interview responses
- Oral communication assessment
- Writing samples
- Participants' self assessment of strengths and weaknesses

- Academic major completed
- Grades
- Participant attendance and participation in all project activities
- Feedback from university and district staff on each participant and on program
- Rubric assessments of participant online portfolios and Teacher Work Samples
- Year-end sessions/lessons learned
- Field observations of teaching competency by Professors in Residence (PIR)
- Indicators of participant professional performance including teacher and student attendance and administrative evaluations in relation to other non-program candidates hired in the same time frame for equivalent positions in the districts
- Numbers of participants continuing in the program

Formative data collection will be ongoing. Analysis of such data will occur at the end of each semester. Data analysis will be distributed to staff, faculty and project participants so that program modification if necessary will be implemented the following semester or academic year, as appropriate.

Summative data will be collected at the end of each year by an independent program evaluator to determine progress in meeting objectives and at the end of the project to determine whether these objectives were met. Summative data to be collected include:

\*Participants

Number of participants who are:

- identified, recruited, accepted, enrolled, retained
- utilizing and attending mentoring program, online services, induction year support
- achieving 2.75 GPA needed for N.J. certification

- completing certification program
- receiving certification/licensure within three years
- seeking teaching positions
- hired by high-needs urban schools
- participating in professional development activities
- participating in university activities (*e.g.*, meetings, symposia, organizations, use of library, athletic facilities, equipment)
- teaching/retained after one year
- teaching/retained after two years
- teaching/retained after three years (tenure)

**\*Student Achievement**

- Standardized test data
- Attendance data
- Disciplinary referrals
- Promotion and graduation data

**Feedback and Assessment of Progress**

The formative evaluation will collect data to monitor the efficacy of implementation strategies of the project. Surveys, structured interviews, and focus group discussions will be developed to reflect the services offered and developed. Formative evaluation reports will be made to project staff in order to support mid-course revisions, if necessary.

Professors in Residence (PIR) (school site), faculty, and classes taken by project participants will be evaluated to identify student strengths, weaknesses, and needs and likely

certification performance. These data will be participant specific and shared with project coordinators to support timely modifications in support available to participants.

LEA staff, including principals, supervisors, and mentor teachers, will be surveyed and interviewed in the spring of each year. Data collected will seek to determine the needs and strengths of pre-service and new practicing project participants. These data will be shared with project staff to support their modification and the development of support services.

Formative evaluation reports will be shared with the Project Director, Project Coordinator, Project Recruiter, and other staff members as well as the school districts at least twice per year. Timing of reports may be adjusted to optimize the usefulness of the data collected. Formative evaluation reports will be offered in such a manner as to facilitate mid-course adjustments in services provided, if warranted.

## **C. QUALITY OF PROJECT SERVICES**

### ***1. Meeting the Needs***

William Paterson University, in partnership with Kean University, and the LEAs of East Orange, Elizabeth, Passaic, and Paterson, have identified the prioritized areas of teacher shortages in Mathematics, Science, English as a Second Language, Bilingual Education, and Special Education.

The partner LEAs will play a greater role in the onsite instruction of teacher candidates, providing the needed skills in utilizing the academic programs and technologies unique to the districts, rather than a generic instruction that lacks immediate applicability to the schools. This process will aid New Vistas participants in meeting the needs of cultural and linguistic diversity in each district, as well as meeting the needs of Special Education students.

Two hundred and twenty teacher candidates will be hired as teachers in high-needs districts in areas of critical need. By developing an accelerated pathway into teaching for recent college graduates and mid-career professionals, the project will move them quickly toward certification within eighteen months for **dual licensure** of a content area and either Special Education, ESL, or Bilingual Education, with greater levels of support during this preparation and their first three years of teaching. The project will allow candidates multiple opportunities for integrated classroom experiences prior to becoming the teacher of record in both the content area for which certification is being sought, and the pedagogy for that content.

The New Vistas Program will be divided into three phases. **Phase 1:** Recruitment and Placement; **Phase 2:** Pre-Professional Experience with supervised support; **Phase 3:** Induction with mentoring support during first year as teacher of record, with further supported induction during the second and third years of teaching.

## ***2. Training and Professional Development***

### New Vistas Phase 1 Recruitment and Placement

**Phase 1** of New Vistas will begin in the fall of 2009, and involves recruitment and placement of teacher certification candidates. Recruitment efforts will be focused on mid-career changers and recent college graduates. A two day orientation will be held for pre-teacher candidates, and candidates will be introduced to online coursework. Awarding of scholarships/stipends will also occur.

### New Vistas Phase 2 Pre-Professional Experience with Supervised Support

**Phase 2** of the New Vistas Teacher Project spans the Winter 2010 semester, Spring 2010 semester, and both the summer I and summer II 2010 semesters. Teacher candidates will complete online coursework in the, Application of Psychology for Prospective Teachers, during

the Winter 2010 semester. During the Spring 2010 semester, candidates will complete coursework in Literacy & Learning as well as the Foundations of Teaching. Candidates will complete a 5 day integrated classroom experience and coursework in the area of their intended certification in one of the high need LEAs. During the Summer 2010 semester, candidates receiving dual certification in ESL/Bilingual will complete an ESL methods course, and a multicultural course. Candidates receiving dual certification in Special Education will take a course in Assistive Technology, and cover course topics such as Diverse Instructional Environment. All candidates will complete a five day integrated classroom experience in either Special Education or ESL/Bilingual, depending on their intended area of certification. At the end of this phase, candidates will receive a New Jersey Certificate of Eligibility (CE) which will allow them to become the Teacher of Record. Candidates will apply for available positions in the partner LEAs that have agreed to employ the New Vistas project participants. Once contractual obligations have been satisfied, the New Jersey Department of Education will issue all candidates the provisional teaching license(s). After one year as Teacher of Record as well as coursework completion, candidates will receive a New Jersey Standard teaching license.

### New Vistas Phase 3 Induction with Mentoring Support

**Phase 3** of the New Vistas project begins once the candidate becomes the Teacher of Record. In the Fall of 2010, candidates take an Assessment course, and will begin being supported through an in-district mentor or the master teacher, as mandated by the NJ Department of Education. In addition, candidates will be mentored through the New Vistas project by a Professor in Residence (PIR), assigned to support, coach, and give feedback to the candidate as they grow as a professional in the field of teaching. Phase three extends until the spring of 2010. In Spring 2010, candidates will take coursework regarding parent teacher relations. At the end of

Phase three, project participants will be recommended for full New Jersey certification, as explained above. New Vistas will provide ongoing support to candidates during the second and third years of teaching in order to increase retention and further develop candidates as professionals.

The professional development services of the proposed project are based on the Professional Development Schools model, creating learning communities within the designated project schools. In a PDS, the Professor in Residence (PIR) works with the teacher candidate, and collaborates with the master teacher, providing opportunities for both to assess teaching knowledge, skills and dispositions, and improve their practice. Teacher candidates in this project will receive onsite and online instruction concurrent with their field experiences. Within the context of the PDS model, daily opportunities for joint planning, peer study groups, peer coaching and research are created. PDSs incorporate ongoing discussion and reflection through which professional development can support and strengthen teacher growth and professionalism.

### ***3. Alleviating the Teacher Shortage***

As previously discussed, the LEAs need are facing the most critical shortages in the areas of secondary Mathematics and Science, English as a Second Language, Bilingual Education, and Special Education. In response, this project will recruit and prepare 220 teachers/55 teachers a year, for certification over five years.

### ***4. A Collaboration for Effectiveness***

Representatives from the partner LEAs collaborated with William Paterson University and Kean University in the development of this proposal. Representatives from the districts included the Office of Grants Development as well as the Office of Curriculum and Staff Development. This indicates the commitment to the project at the central administration level.

An agreement was developed between William Paterson University, Kean University, and the LEAs to ensure the success of this project. All partners, as well as community and parent representation, will comprise the Advisory Committee to ensure continual success throughout the project duration.

Professional development will be developed around standards for students and teachers in alignment with the requirements of college coursework. This would enable students to experience professional development that meets the needs of the district, as well as completes requirements toward certification.

Site Coordinator Responsibilities are as follows:

- Meet with the chairpersons, IHE program directors, and district personnel on a regular basis.
- Work with LEA and area businesses to identify and recruit participants.
- Work with arts and sciences faculty at William Paterson and Kean to provide a candidate pool.
- Advertise and promote the program through media and other means.
- Coordinate project recruitment efforts with other Kean and William Paterson programs and admissions staff.

Professor in Residence responsibilities are as follows:

- Assist in the establishment and serve as members of learning communities
- Serve as liaisons between the project and the IHEs
- Assist in the recruitment, selection and awarding of scholarships for participants
- Act as advocates for project participants
- Mentor, observe, coach, and provide feedback to project participants

- Meet with project participants a minimum of twice a month for support sessions
- Provide feedback to project director and coordinator on a participant's progress
- Hold seminars in the learning communities
- Conduct induction activities

The Advisory Committee will be the governance structure for the program, and it will be composed of 15-20 representatives of vested groups: project staff, project participants, master teachers, administrators, coordinators of all the diversity/pipeline initiatives, and PIRs. The committee will meet every other month and will assist the Project Director, Coordinator, and faculty team in assessing the appropriateness of training, support services, practical/clinical experiences, curriculum development and materials resources as needed. They will serve as an important communication network and recommend modifications on processes and products which will enhance project effectiveness.

### ***Timeline and Outcomes***

The New Vistas Teacher Project timeline and outcomes are outlined in Table 1.

**Table 1**  
**The New Vistas Teacher Project**  
**October 1, 2009-September 30, 2014**

	<b>Fall 2009</b>	<b>Winter Session</b>	<b>Spring 2010 - 2013</b>	<b>Summer I 2010- 2013</b>	<b>Summer II 2010-2013</b>  Certificate of Eligibility (CE) awarded at the end of the summer session (required for employment)	<b>Fall 2010-2013</b>	<b>Spring 2011- 2014</b>  NJ teaching certification awarded at the end of the first year of teaching
	Phase 1 Recruitment &	Phase 2 Pre- Service				Phase 3 Induction/Mento	

	Placement					ring	
Activities	<ul style="list-style-type: none"> <li>- Recruitment</li> <li>- 2 day orientation</li> <li>- Awarding of scholarship/stipend</li> <li>- Introduction to online coursework</li> <li>- Introduction to classroom management, lesson planning, role and responsibilities of the teacher, NJ Teacher Standards &amp; The New Jersey Core Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- Application of Psychology for Prospective Teachers (online)</li> <li>- Understanding Diverse Cultures and Urban Education</li> </ul>	<ul style="list-style-type: none"> <li>- Literacy &amp; Learning - Foundations of Teaching</li> <li>- 5 day field placement/internship</li> <li>- Long range lesson planning</li> <li>- Creating student success plans</li> <li>- Data driven decision making</li> </ul>	<ul style="list-style-type: none"> <li>- <u>SpEd</u>: Instructional Environment</li> <li>- Assistive Technology</li> <li><u>ESL/Bilingual</u>:                             <ul style="list-style-type: none"> <li>- ESL Methods</li> <li>- Multicultural Environments</li> </ul> </li> <li><u>Both</u>:                             <ul style="list-style-type: none"> <li>- 5 day field experience/internship in either</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>SpEd:                             <ul style="list-style-type: none"> <li>- Managing Challenging Behaviors</li> </ul> </li> <li><u>ESL/Bilingual</u>:                             <ul style="list-style-type: none"> <li>- Structure of American English</li> <li>- Linguistics and Language Acquisition</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><u>Both</u>:                             <ul style="list-style-type: none"> <li>- Assessment</li> <li>- SIOP Training</li> <li>- Special Education staff development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Collaboration w/home</li> <li>- SIOP Training</li> <li>- Special Education staff development</li> </ul>

	Content Standards			SpEd or ESL/Bilingual			
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Phase 1: Recruitment and Placement

Phase 2: Pre-Professional Experience (support: supervised)

Phase 3: Induction (support: mentoring).

First year: Teacher of Record.

Second and third years: Supported Induction.

## **D. QUALITY OF MANAGEMENT PLAN**

### ***1. Adequacy of Management Plan***

The management plan is designed to insure that the program's goal, objectives and activities are accomplished in a timely and efficient manner. The project will be housed at William Paterson University and will be co-directed by the Deans of Education at this institution and at Kean University.

### **Project Leadership and Key Personnel**

**Project Directors:** Dr. Ana Maria Schuhmann, Interim Dean of the College of Education at William Paterson University, and Dr. Susan Polirstok, Dean of the College of Education at Kean University will co-direct the program. Both are highly qualified to serve as project directors, having extensive experience and expertise with federally funded projects as well as with the preparation of effective teachers for urban multicultural schools. Drs. Schuhmann and Polistok will commit (b) (4) each of their time to supervise the project coordinator, serve as the primary liaison from the IHEs with the LEA leadership, review and approve budget and project priorities, supervise assessment activities, convene the Advisory Committee, assist in preparation and filing of reports and advocate for the project with internal and external constituencies.

**Assistant Project Director:** Dr. Dorothy Feola, Associate Dean of the College of Education at William Paterson University, is highly qualified to serve as assistant project director. Dr. Feola earned a Ph.D in Language, Literacy and Learning from Fordham University in 1997. Dr. Feola has substantial experience in grants management and is currently working on a vast number of federal and state grants in STEM, literacy and teacher quality enhancement. Dr. Feola will commit (b) (4) of her time to serve on the Advisory Committee, secondary liaison to IHE and LEA

leadership and assist in the selection and management of Professors-in-Residence and will oversee the implementation and offering of required courses for all program candidates.

**Project Coordinator:** (To be hired) Full Time. The Project Coordinator will provide leadership and coordination of recruitment, schedule and supervise program activities as well as the awarding of scholarships/ stipends, manage day to day expenditures for entire project, provide support to the Advisory Committee, act as liaison to USDOE, NJDOE and other agencies, coordinate assessment, prepare and files reports to USDOE and supervise other project staff. The Project Coordinator will also perform duties as WPU Site Coordinator.

**Project Recruiter:** A half time program recruiter will be hired to assist with the recruitment of project participants. The recruiter will assist in the selection of candidates and in the documentation of credentials needed.

**Site Coordinators:** One each at WPUNJ and Kean University. Provide site leadership and coordination of activities and expenditures, member of the management committee, liaison to other project partners and site-specific funders, coordinates local assessment, prepares and submits reports to project coordinator, supervises staff, faculty and others involved in site activities. Direct: 3 credits per semester.

**Program Assistant:** Full time. Support as needed across project and at WPUNJ, including general administration, bookkeeping, meeting and travel coordination, and staff support to management committee.

**Teacher Certification Liaison**

Ms. Stephanie Koprowski-McGowan, Director of Certification at William Paterson University.

Ms. Koprowski-McGowan is currently pursuing an Ed.D. in Administration, Policy and Management at Fordham University and has an Ed.S. Degree as an Educational Specialist in

Administration and Supervision, an M.A. in Education and a B.A. in English. She has previously held positions as a Chief Administrative Officer of a charter school and private school as well as Elementary Teacher and Middle School English Teacher. Ms. Koprowski-McGowan has served as the Director of Certification for the College of Education since 2004 and has served as director and coordinator on four federal and state funded teacher quality enhancement grants in education. She will assist in the implementation and compliance to the New Jersey Licensure Code. Additionally, she will assist in the enrollment of candidates in required courses as well as working in coordination with the Office of Licensing and Credentials in processing the required documentation to be hired in the partnering school districts and will serve as a member of the Advisory Committee.

**Office of Field Experiences Liaison**

Ms. Nancy Norris-Bauer, Director of the Office of Field Experiences at William Paterson University has an M.S. degree in Early Childhood Education. She has formerly taught kindergarten in Florida and served as a Teacher of English in Germany. She assists grant projects requiring areas of placement, induction and supervision of novice teachers utilizing the university's vast network of partner school districts and professional development schools. Ms. Norris-Bauer manages the Professor-in-Residence network and will work in partnership with the Project Director, Coordinator and LEA's representation to ensure a faculty member will serve as support and mentor for partnering school districts and serve as a member of the Advisory Committee.

Superintendents and District Human Resource Supervisors: Leadership and administrative support of the New Vistas Teacher Project assist in the expediting of the hiring process of project candidates, support induction-year teachers through assigned mentorship and professional

development opportunities, coordination of intra- and inter-district activities, and participate on Advisory Committee.

Professors-in-Residence (PIR): Four PIRs will be hired to support and supervise project participants during their clinical experiences, their first year as teachers of record, as well as their induction years. In addition, the PIRs will assist in the establishment and serve as members of learning communities, serve as liaisons between the project and the IHEs, assist in the recruitment, selection, and awarding of scholarships for participants. As members and advocates for project participants, they will observe, coach, mentor, and provide feedback and support for New Vistas faculty and candidates, meet with project participants twice a month for support sessions, provide feedback to project director and coordinator on a participant's progress, hold seminars in the learning communities, and conduct evaluation activities. All PIRs will serve on the Advisory Committee.

### **The Advisory Committee**

As outlined above, an Advisory Committee will be established to oversee the project and to provide feedback to the project co-directors and other key personnel. The Advisory Committee will meet every other month and will be composed of representatives from all stakeholders: LEAs, IHEs, project participants, PIRs and project staff.

### ***2. Adequacy of Procedures for Feedback and Improvement***

The management plan calls for clearly defined responsibilities, a well sequenced series of activities, timelines, milestones and assessments to accomplish the project goal and objectives. These are outlined in the charts found under Project Design. The evaluation plan indicates the assessment measures and procedures that will be used to provide feedback to a.) project participants regarding their progress towards program completion and certification and b.)

program staff and school districts regarding progress towards accomplishing project goal, objectives, and outcomes.

a.) Procedures for Feedback and Improvement of Participants' Performance

Candidates will be assessed on their knowledge, skills and dispositions to become effective teachers. Knowledge, pedagogical skills, dispositions as well as performance in clinical practice and course-work will be evaluated using tools developed as part of the IHEs assessment plans. Participants will be observed and given feedback by the PIRs and master teachers (school mentors) in the LEAs utilizing the Clinical Assessment Forms aligned with state and national standards. In addition, candidates will complete a Teacher Work Sample designed to document participants' impact on their students' learning. Content knowledge will be assessed through Praxis II as well as satisfactory completion of course-work. Feedback to candidates will be continuous during the early clinical experience, internship year (when they are teacher of record) and induction years. Support for areas determined to be needing improvement will be on-going.

b.) Procedures for Feedback and Improvement Towards Project Goals

LEA staff, including principals, supervisors, and mentor teachers, will be surveyed on a regular basis. Data collected will seek to determine the needs and strengths of pre-service and new practicing project participants. These data will be shared with project staff to support their modification and the development of support services for candidates.

Formative evaluation reports will be shared with the Project Directors, Project Coordinator, and other staff members at least twice per year. Timing of reports may be adjusted to optimize the usefulness of the data collected. Formative evaluation reports will be offered in such a manner as to facilitate mid-course adjustments in services provided, if warranted. The Advisory

Committee will provide additional feedback towards progress of project goals and be a key source of information towards any needed improvements is the operation of the project.

### ***3. Time Commitments***

Time commitments of key personnel are outlined in the Adequacy of the Management Plan section. The two Project co-Directors will contribute (b)(4) each of their time to the project as will the Assistant Project Director. The Project Coordinator will dedicate 100% of his/her time as will the Program Assistant. The Certification Liason as well as the Office of Field Experiences Liason are expected to contribute (b)(4) of their time to the project.

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# **Project Narrative**

## **Other Narrative**

### Attachment 1:

**Title: Pages: Uploaded File: 1238-6g FINAL New Vistas Table of Contents page 1.21.09.pdf**

### Attachment 2:

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### Attachment 3:

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### Attachment 4:

**Title: Pages: Uploaded File: 1241-6b LEA Letters.PDF**

# NEW VISTAS TEACHER PROJECT

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**HIGH-NEED LEA ELIGIBILITY**

LEA	POVERTY DATA			AND	TEACHER QUALITY DATA			
	A1	A2	%		B1	%	B2	%
East Orange	-	X	24.02		-	-	X	7.00
Elizabeth	-	X	20.55		-	-	X	3.01
Passaic	-	X	27.70		-	-	X	1.95
Paterson	-	X	28.11		-	-	X	9.13

**Data Source for A2: 2005 Census Poverty Data**

**Data Source for B2: LEA Provided Number of Provisional Certified Teachers**

## HIGH-NEED SUBJECT AND LEA COMMITMENT

William Paterson University and Kean University confirm that the East Orange, Elizabeth, Passaic and Paterson School Districts have identified the high-need subjects as mathematics, science, ESL, Bilingual and Special Education, and that they need individuals recruited through this program to teach. William Paterson University and Kean University will recruit eligible participants to teach only these high need areas through the Transition to Teaching Program.

Furthermore, William Paterson University and Kean University confirm that the East Orange, Elizabeth, Passaic and Paterson School Districts will hire individuals recruited through this program to meet the districts' teaching needs, assuming that the respective districts have positions to fill and are satisfied that the individuals are qualified to teach the high need subjects for which they need teachers.

X The applicant confirms that all LEAs listed in the application with which the applicant will partner have identified the high-needs subjects they need individuals recruited through this project to teach, and that the applicant will recruit eligible participants to teach only these high-needs subjects.

X The applicant confirms that all LEAs listed in the application with which the applicant will partner will hire individuals recruited through this program to meet the LEA's teaching needs, assuming that the LEA still has positions to fill and is satisfied that the individuals are qualified to teach the high-needs subjects for which the LEA needs teachers.

## CURRICULUM VITAE – PROJECT DIRECTOR

ANA MARIA SCHUHMANN

(b)(6)

### Education

B.A.	English as a Second Language	Profesorado en Lenguas Vivas Buenos Aires, Argentina
M.Ed.	Language Education	Rutgers University
Ed.D.	Language Education	Rutgers University

### Professional Experience

William Paterson University Interim Dean, College of Education, 2007-Present

Coastal Carolina University Singleton Professor of Education and Director of the Biddle Center, 2006 -2007 Spadoni College of Education

Kean University Dean Emerita; Professor - Elementary, Middle and Secondary Education, 2006 Spring

Dean and Professor, College of Education  
1990-2006

The college includes seven departments: Communication Disorders and Deafness; Early Childhood and Family Studies; Communication Sciences; Elementary, Middle and Secondary Education; Educational Leadership; Special Education and Counseling; and Physical Education, Recreation and Health; with a full-time faculty of 93, and adjunct staff of 120, and a support staff of over 60. Further duties involve evaluation of faculty and staff, budget development, and serving on various university-wide committees. There are components such as the Teaching Performance Center, the Center for Bilingual Education, School Computer Center, Child Care Center, the Campus School, the New

Jersey Professional Development in Early Care and Education, and Bureau of Educational Services reporting to the Dean. The school offers the B.A. degree in fifteen areas, M.A. in twenty-nine areas, and Advanced Studies in two areas.

1984-1989

Assistant/Associate Dean, School of Education

Responsibilities included allocating and monitoring the School of Education budget, orientation and evaluation of adjunct faculty, scheduling all School of Education courses, resolving student problems, administering grants, establishing and maintaining relations with other offices inside and outside the University, serving on University and school committees.

As the chair of the Kean Instructional Team, responsibilities included providing leadership and planning for faculty development and the improvement of teaching at the University.

1979-1984

Assistant Professor, Educational Arts and Systems Department, and Director, Center for Bilingual Education

Responsibilities included teaching graduate and undergraduate courses in addition to coordinating an interdisciplinary bilingual education teacher training program with over 300 students; developing, writing and administering several federally-funded projects; directing the NJ Language Proficiency Clearinghouse; and collaborating with school districts, federal and state agencies.

1977-1979

Instructor, Educational Arts and Systems Department

1974-1977

Adjunct Instructor, English Department

1979-1982

Adjunct Instructor, Rutgers University Graduate School of Education

1976-1978

Instructor, Brookdale Community College (Community Services Division)

1969-1977

Instructor, Monmouth Adult Education Commission

1965-1966

Teacher, Holmdel Township NJ Elementary Schools

1963-1965

Spanish and Elementary School Teacher, Louisville KY Public Schools

### Selected Collegiate Committees

- University Planning Committee
- Program Review Committee
- Facilities Planning Committee
- Chair, Presidential Enrollment Management Task Force
- Presidential Task Force on Women's Issues
- Presidential Task Force on Multicultural Issues
- Council of Deans
- Retention Task Force
- Kean Instructional Team
- Presidential Task Force on Student Learning and Development
- Black and Hispanic Enrollment Task Force
- Presidential Task Force on Graduate Education
- Presidential Task Force on the Adult Learner
- Challenge Grant Development Committee
- Affirmative Action Committee

#### Positions in Associations/Boards - Current

- National Council for the Accreditation of Teacher Education, Unit Accreditation Board, 2001-present; Executive Committee 2005-present.
- American Association for Colleges of Teacher Education Board of Directors, 2000-2004; past Chair of the Association 2003-2004; current Chair, Committee on Quality and Accountability.
- New Jersey Professional Teaching Standards Board, 1999-2004.

#### Selected Past Contributions

- Education Law Center, Board of Trustees, 1984-2003.
- NJ Association for Colleges of Teacher Education, President, 1999-2001.
- American Association for Colleges of Teacher Education (AACTE) Board of Directors, 1995-1998.
- NJ Council for Education of Linguistic Minority Students (CELMS), 1992-1998.
- National Council for the Accreditation of Teacher Education (NCATE) Board of Examiners, 1991-2001.
- Advisory Board, Counselor Education Initiative, DeWitt-Wallace Readers' Digest Fund, 1995-1996.
- Union Hospital, Board of Directors, 1991-1994.
- New Jersey Board of Higher Education, Minority Affairs Committee, 1990-1994.
- NJACTE, Executive Committee Member, 1988-1994.
- Advisory Committee on Bilingual Education Issues, DHE, 1987-1993.
- AACTE, Advisory Committee Metropolitan Project, 1988-1992.
- AACTE, Multicultural Education Committee, 1989-1992.

- New Jersey Teachers of English as a Second Language/Bilingual Educators - President 1985-1987.
- NJ English Fluency Committee, 1984-1985; appointed by NJ Education Commissioner Cooperman.
- New Jersey Advisory Committee on Bilingual Education, 1979-1984; appointed by Commissioner Burke and Chancellor Hollander. Elected Chair of the Committee, 1981-1983.
- National Association for Bilingual Education. Delegate for New Jersey. Papers presented at 1981, 1982, 1983, 1985 and 1989 National Conventions.
- New Jersey Hispanics in Higher Education, founding member.
- American Association of University Women, Past President Northern Monmouth County Branch.
- New Jersey College Basic Skills Placement Test, Cultural Bias Committee.

### Grants Written and Awarded

- 2002-2007 Gear Up Elizabeth (\$1,640,000) funded by the US Department of Education to encourage Elizabeth students to complete high school and pursue higher education.
- 2001-2004(\$860,000) Teacher Capacity Grant; funded by NJ Commission of Higher Education.
- 2000-2005 (\$5,560,402) Gear Up Grant; funded by the US Department of Education. A partnership program with the Perth Amboy school district to encourage Hispanic students to complete high school and attend college.
- 1999-2004 (\$8,118,602) Title II Teacher Quality Partnership Grant; funded by the US Department of Education. A program to improve the quality of teacher preparation in the state.
- 1999-2000 (\$200,000) Professional Development Grant; funded by the New Jersey Department of Education to create Professional Development Schools in two local public schools.
- 1999-2002 (\$1,214,419) Title II Recruitment Grant; funded by the US Department of Education. A program to alleviate shortages of teachers of color, Math, Science, Special Education and Early Childhood educators.
- 1997-1999 (\$343,690) Project Aspire; funded by the US Department of Education. A program to encourage minority students in education.
- 1996-1998 (\$100,000) AT&T staff development grant to prepare faculty and teachers to use technology to improve the teaching and learning process.
- 1988-present (Over one million dollars to date)
  - \* Project Adelante; funded by the NJ Commission of Higher Education, College Bound Program. Additional past funders included the Andrew Mellon Foundation, the Greenwald Foundation, and AT&T. A pre-college academic summer academy and school year Saturday morning program for 200 Hispanic students from the public schools.
- 1993-1996 (\$760,000)

- \* Project TEACH; funded by the US Department of Education. A program to encourage minority students in education.
- 1993-1996 (\$600,000)
  - \* Pathways to Teaching Careers; funded by the DeWitt Wallace-Readers' Digest Fund. A program to encourage minority paraprofessionals to become teachers.
- 1991-1994 (\$200,000)
  - \* Project Advance; funded by AT&T. An enrichment program for elementary school students from the Elizabeth public schools.
- 1987-90 (\$128,000)
  - \* FIPSE Collaborative Hispanic Teacher Education Initiative; wrote and was awarded a grant from the Fund for the Improvement of Post-Secondary Education. FIPSE is a three-year project designed to increase the number of Hispanic students who successfully complete teacher education programs and pass the NTE.
- 1987-89 (\$35,000)
  - \* Project BEST; funded by the Department of Higher Education (DHE) under the New Jersey International and Foreign Language Education Grant Program.
- 1987-89 (\$1,270,000)
  - \* Eight separate Bilingual Education Teacher Training Grants.

#### Assessment/Accreditation Experience

- Middle States team member, 1992-current.
- NCATE Unit Accreditation Board, 2001-current.
- NCATE Board of Examiners team member and Chair, 1991-2001.
- Trainer for NCATE team members and for institutions preparing to go through national accreditation.

#### Consultations on Outcomes Assessment/Accreditation

- University of Puerto Rico, P.R.
- West Chester University, PA
- Ana G. Mendez University System, Puerto Rico
- Lehman College CUNY, School of Education
- University of Massachusetts, Boston, College of Education
- Salisbury State, MA, School of Education
- Oneonta State University, School of Education
- Staten Island College CUNY, School of Education

#### Selected National Presentations (last 10 years)

- NCATE Standards Revision AACTE Annual Meeting, San Diego, January 2006.
- Partnerships to Assist At-Risk Students, Communities in Schools, Union NJ, September 2005.
- "Using Assessment to Improve Programs," AACTE Annual Meeting, Washington, DC, February 2005.
- "Implementing International Education K-20," International Education Summit, Princeton, NJ, October 2004.
- "Partnerships for the Recruitment and Retention of Teachers of Color," Brown University Education Alliance Conference, Rhode Island, June 2004.
- "Building New Partnerships, Strengthening Existing Relationships," UCET Annual Conference, Great Britain, November 2003.
- Culture, Language, and Student Achievement: Recruiting and Preparing Teachers for Diverse Students," AACTE/Wingspread Conference, Wisconsin, September 2003.
- "Partnerships with K-12 and Community Colleges," Education Commission of the States, Denver, July 2003.
- "Quality Standards and Professional Education," San Juan, Puerto Rico, May 2002.
- "Using Data to Improve Programs," AACTE Annual Conference, NY, February 2002.
- NCATE Institutional Orientations, 2002, 2001, 2000.
- "Outcomes Assessment and Accreditation," Plattsburg, NY, November 2000.
- "Partnerships with the Arts and Sciences," Teacher Quality Enhancement Meeting, Chicago, September 2000.
- "Assessment as a Learning Tool," White House Initiative on Educational Excellence for Hispanic Americans, Washington, DC, May 1999.
- "Reform in Teacher Education," ASPIRA Conference, Atlantic City, NJ, April 1999.
- "Effective Partnership Models for Minority Recruitment and Placement," Annual Conference on Race and Ethnicity, Denver, CO, May 1998.
- "Diversity and Teacher Education," NCATE Workshops, New York and Washington, DC, 1998.
- Diversity 2000, AACTE Annual Meeting, New Orleans, LA, February 1998.
- "Knowledge Bases for Cultural Diversity in Teacher Education," NAME Conference, Albuquerque, NM, October 1997.
- Diversity and Teacher Education, NCATE Initial Accreditation Workshop, New York, August 1997.
- "Diversity and Teacher Education," NCATE Continuing Accreditation Institute, Washington, DC, June 1997.
- Conference Chair, AACTE Annual Meeting, Chicago, February 1996.

### Publications

- "Teachers for Hard to Staff Schools," AACTE Briefs, January 2004.
- "Accreditation and our Profession," AACTE Briefs, October 2003.
- "Preparing Qualified Teachers for Young Students," AACTE Briefs, September 2003.
- "Partnerships and Collaboration in Teacher Preparation," AACTE Briefs, August 2003.
- "Educators of Color: A Shared Responsibility," AACTE Briefs, June 2003.
- "NCATE Policies on Praxis Exams," May 2003.

- "The Future of Public Schools," AACTE Briefs, April 2003.
- "The Role of Community Colleges in Teacher Preparation: A Case for Collaboration," AACTE, June 2002.
- "Diversifying the Teaching Force: A Challenge for the Schools," Focus on Education, NJASCD, 1995 Edition (with E. Young and B. Amick).
- "Meeting the Needs of LEP Hispanic Students in the All-English Classroom," The New England Journal of History. Spring 1993, Volume 50, Number 1.
- "Learning to Teach Hispanic Students," Diversity in Teacher Education. M. Dilworth. Ed. Jossey Bass, 1992.
- "Project Adelante: Corporation and College Work to Address the Drop-Out Rate of Hispanic Students," The Hispanic Outlook in Higher Education. October 1991, Volume 2, Number 2.
- "Improving the Quality of Teachers of Minority Students," in Making Schools Work for Underachieving Minority Students. Bain and Herman, Eds. New York, NY: Greenwood Press, 1990.
- "Action Group on Equity," The 1986 Annual Report, AACTE, February 1987.
- "Who Will Teach Maria?," School Leader, November/December 1984.
- Second Annual Report of the New Jersey Advisory Committee on Bilingual Education. New Jersey Department of Education, Trenton, NJ, October 1983.
- First Annual Report of the New Jersey Advisory Committee on Bilingual Education. New Jersey Department of Education, Trenton, NJ, October 1982.
- "Teachers: The Key to In-Service Education." Focus on Education, NJ Association for Supervision and Curriculum Development, Vol. 27, No. 3, Summer 1982.
- Bilingual Special Education: Questions and Answers. New Jersey Department of Education, Trenton, NJ, Spring 1982.
- "New Jersey Requirements for Bilingual Education Certification as They Relate to Federal and State Legislation." Bilingual Education and Public Policy in the U.S. Eastern Michigan University, Ypsilanti, MI, 1980.
- Bridging the Gap Between Bilingual and Special Education; ERIC Exceptional Child Education Report; August 1980.

### Awards and Fellowships

- Excellence in Hispanic Leadership Award, NJ Department of Community Affairs, October 1997.
- Outstanding Woman of Union County, October 1994 (Muscular Dystrophy Association).
- NJTESOL Award for Service to Language Minority Children, 1993.
- Northeast Coalition of Educational Leaders (NECEL Award) for Excellence in Educational Leadership, 1993.
- Public Employee of the Year Award from the Public Affairs Research Institute of New Jersey, 1992
- Leadership New Jersey Fellow, Class of 1991.
- Civic Cultural Institute of New York/New Jersey - Alfonsina Storni Award, 1987.
- Congress of Portuguese/American Educators (Newark, NJ) - 1987 President's Award.

- Hispanic Leadership Fellow, 1986 (Funded by FIPSE and the Woodrow Wilson Foundation).
- Hispanic Association in Higher Education - Scholarly Achievement Award, March 1986.
- American Association of University Women - Graduate Study Grant.

## CURRICULUM VITAE

NAME Polirstok, Susan

Kean University

TITLE Dean of the College of Education & Professor of Special Education

EFFECTIVE DATE: 8/25/08

### **HIGHER EDUCATION**

#### **a. Degrees**

<u>Institution</u>	<u>Dates</u> <u>Attended</u>	<u>Degree &amp; Major</u>	<u>Date</u> <u>Conferred</u>
Teachers College			
Columbia University	9/74-5/80	Ed.D. Special Education	May 1980
City College of New York	9/72-6/74	M.S. in Education - Special Education	June 1974
City College of New York	9/68-6/72	B.A. in English - Education	June 1972

### **EXPERIENCE**

#### **a. Teaching**

<u>INSTITUTION</u>	<u>DATES</u>	<u>RANK</u>	<u>DEPARTMENT</u>
Kean University	8/08 - present	Dean	College of Education
		Professor	Dept. of Special Education
Lehman College	1/96 - 8/08	Professor	Specialized Services in Education
	1/89 - 12/95	Associate Professor	Specialized Services in Education
	9/81 - 12/88	Assistant Professor	Specialized Services in Education

Fordham Univ.

Graduate School of Ed. 5/80 - 7/81 Adjunct Assistant Professor Psychological and Educational Services

**b. Other**

<u>INSTITUTION</u>	<u>DATES</u>	<u>TITLE</u>
Lehman College	7/2007 - 8/2008	Acting Dean of Education
	7/2004 - present	Associate Dean of Education
	9/2002 - 6/2004	Acting Associate Dean of Education
Associazione Oasi Maria SS; 1/97-2001		Research Consultant
Instituto di Ricovero e Cura a Carattere Scientifico		
Sicily, Italy		
New York City Board of Education		
Community School District 11	2000-present	Consultant for Staff Development
Community School District 10		
Office of Special Education	1/98- 2000	Consultant for Staff Development
New York University		
Inclusion Project -Newark, NJ	1/98-5/98	Behavioral Consultant
New York University		
Behavior Management Project		
Community School District 4	9/96-12/98	Behavioral Consultant

New York City Board of Education District 75 at P.176 X Program in Autism	9/97-6/98	Behavioral Consultant
NYC Middle School Initiative Institute for Literacy Development Community School District 9	1/97- 6/2000	Middle School Reform
Community School District 5	1/98 -6/2000	Consultant
<u>Educational Psychology Review</u> University of Nebraska	2004	Manuscript Reviewer
Victory Schools	2000- 2002	Consultant for Inclusion
Ventures in Education Goals 2000 Project at P.S. 95X	1996-1997	Consultant and Staff Trainer
New York City Board of Education Community School District 4M	1991-1995	Special Education Consultant
New York City Board of Education The State Incentive Grant Committee Office of the Superintendent of Bronx High Schools	1989-1993; 1998	Special Education Consultant
Professional Staff Congress-CUNY Education Panel	1992-1994	Manuscript Reviewer

*American Journal of Mental Deficiency*

University of Washington in Seattle	1986-1990	Manuscript Reviewer
United States Dept. Of Education	8/89; 1/90	Grant Application Reviewer
The Leake & Watts Residential School for Students with Emotional Handicaps Yonkers, New York	1988-1998	Special Education Consultant
Lehman College-Center for School-College Collaboratives	1988-1996	QUIPP Coordinator
Lehman College-Center for School-College Collaboratives STEP Project	1987-1991	Parent Training Consultant
Alpine School District Alpine, NJ	8/88-12/88	Special Education Program Evaluator
The Clarkstown Central School District New City, New York	1987-1988	Special Education Consultant
Fordham University Graduate School of Education Teacher Corps Project	10/80-6/81	Exceptional Child Coordinator
Fordham University Graduate School of Education		

Office of Special Projects	5/81-7/81	Grant Developer
Grant		National Institute of Drug Abuse
		Energy Conservation Grant
Teachers College		
Columbia University		
Center for Parent-Child Learning	9/77-5/78	Parent Trainer/Behavioral Consultant

c. **Other (Public Education) NYC Department of Education**

<u>INSTITUTION</u>	<u>DATES</u>	<u>TITLE</u>
Community School District 10 X		
Alternative Education Programs	10/81-6/82	Consultant
JHS 80, X (CSD 10)		
Elementary School Division	9/79-10/80	Administrator
JHS 80, X (CSD 10)		
Title I Remedial Reading Program	9/76-6/79	Reading Coordinator
JHS 80, X (CSD 10)	9/73-6/76	Language Arts Teacher & Special Ed. Teacher
IS 162, X (CSD 7)	9/72-6/73	Language Arts Teacher

## **ACADEMIC AND PROFESSIONAL HONORS**

Kappa Delta Pi International Honor Society Service Award, May, 2004

Lehman College Performance Excellence Award: May, 2000

Nominated, Lehman College Excellence in Teaching Award: 1992 and 1993

Who's Who in American Education, 1992-1993

Fair Lawn Mental Health Center Outstanding Service Award, 1991

1983 Outstanding Young Women in America Award for recognition of outstanding ability, accomplishments and service to the community

The Max Gewirtz Research Honorarium awarded by the Faculty of the Graduate School of Education of the City College of New York for Excellence in Research, 1974

Phi Beta Kappa, 1972

## **Ph.D. THESIS TITLE**

Maintenance and Generalization of Tutor Reading and Social Behavior as a Function of Approval Training for Tutors in Remedial Reading Classes

## **GRANTS RECEIVED**

**a. Multiple**

Polirstok, S.R. & Qian, G. Early literacy and inclusion training for teachers in Community School District 10, Bronx. Grant Funded by New York State Office of VESID (60 month project, \$1,070, 000 award to CSD 10), 2001.

Polirstok, S.R. & Bailey, N. Active learning strategies for the college classroom. A faculty development colloquium. CUNY Office of Academic Affairs, Nov. 11, 1994, \$3,731 award.

Polirstok, S.R. & Gottlieb, B.W. Development of graduate program in bilingual special education for teachers of bilingual students with mild to moderate learning and behavior problems. New York State Education Department, 24 month project effective 2/1/93; \$100,000 award.

Polirstok, S.R. & Gottlieb, B.W. Development of graduate program in bilingual special education for teachers of bilingual students with mild to moderate learning and behavior problems. New York State Education Department, 6 month planning grant effective 1/1/92; \$23,000 award.

Polirstok, S.R., & Hurwitz, B.D. Training teachers and parents to design school workshops and home intervention programs for parents of handicapped youngsters. U.S. Department of Education, Office of Special Education and Rehabilitative Services, 36 month training period effective 06/01/83; \$182,000 award.

**b. Individual**

Polirstok, S.R. Infusing special education across Lehman College's graduate and undergraduate programs in education. New York State Department of Education, Spring 2000, \$8,000 award.

Polirstok, S.R. Parent training activities as an outgrowth of the North Bronx Special Education Parent Advocacy and Support Group. Minigrant from Citibank, N.A. for 1986-87 Academic Year.

**SERVICE TO COLLEGE**

Dean	College of Education-Kean University	8/2008 present
Acting Dean	Division of Education Lehman College	8/2007-8/2008

Associate Dean	Division of Education Lehman College	8/2002-8/2007
Director	CUNY Teacher Academy at Lehman	January 06-August 07
<b>Other Service at Lehman College</b>		
Chair	Dept. of Specialized Services in Ed	1999-2002
Executive Officer		Summer '92, '93, '94
Facilitator	Research & Writer's Group	9/2003 present
Chair	NCATE Assessment Committee	2002-present
Member	Provost Search Committee	Fall 06-Spring 07
Representative	Academic Freedom Committee	Fall 04 - present
Representative	Graduate Studies Curriculum Committee	Fall 04 - present
Chair	Afternoon Session: Russia-China Symposium	March, 2006
Convener	Autism Spectrum Disorder Institute	Summer 2004
Convener	Azar Nafisi Lecture	Spring 2004
Faculty Liaison	Title V Grant for Faculty Development	2003-present
Member	Search Committee, Associate Provost for Enrollment Management	Fall 2004
Member	Scheduling Management Committee	2003-present
Member	Personnel & Budget Committee Dept.	8/89-6/90; 9/92-6/96
Coordinator	Graduate Program in Bilingual Special Ed.	9/96-9/01
	Graduate Program in Emotional Handicaps	9/87-9/01
	Graduate Program in Mental Retardation	9/90-9/01
	Graduate Program in Early Special Ed.	9/90-6/97
Co-Director	Bilingual Special Education	
	Teacher Training Grant (Funded by NYSED)	1992-1994
Director	Parent Training Project (Funded by USDOE)	1983-1986

	Lehman College and School District 10X	
Chair	Grade Appeals Committee	1991-1994
Coordinator	Lehman at Rockland Satellite Program	1981-1986
Member	Grade Appeals	1983-1988
Member	Curriculum Committee	1982-84; 1992-94
Co-Planner	“Making the Case for Connections” Academic Year End Planning Sessions	1982; 1983
Member	Colloquium Committee	1983; 1984, 1985
Convener	Divisional Event on Teaching Tolerance “The Paper Clips Journey”	April, 2006
Convener	Lecture by Dr. T. McIntyre On Classroom Management	Spring 2004
Convener	Lectures by Sandra Reif	Spring 2005, 2003
Member	Division of Education Council	1999-present
Member	NCATE Steering Committee	2000-present
Member	Professional Education Advisory Committee	2000-present
Coordinator	Quality Improvement Personnel Program Lehman Center for School College Collaboratives	1988-1997
Chair	Focus Group on Public Relations Development of Brochures for all Programs in Division and Design of Online Materials	1997
Consultant	Lehman College-NYC Middle School Initiative	1997- 2000
Coordinator	Parent Training	

	Science and Technology Entry Program (STEP)	1987-1991
	Lehman Center for School College Collaboratives	
Member	Principal's Center Development Group	1987
Member	Educational Policies and Practices Committee	1983-1984
Member	Committee to Study Use of Computers in Ed.	1985-1986
Member	Search Committee, Director of Inst. Research	Fall 2003
Member	College Personnel and Budget Committee	1999-2002
Member	Tenure Committee	Fall 2001
Member	Promotions Committee	Spring 2001
Member	Provost Search Committee	Fall 2000
Member	Budget Committee	2000-2003
Member	Tenure Committee	Fall 1999
	Convened Two Faculty Development Sessions For Untenured Faculty	
Member	Graduate Studies Advisory Committee	1996-1999
Member	CASE	1998-1999
Member	Shuster Fellowship Awards Committee	Spring 1998
Member	Faculty Honorarium Committee	1997-2000
Member	Honorary Degree Committee	1993-1996
Chair	Faculty Development Committee	1993-1997
Colloquium Planner		
& Convener	"Good Talk About Good Teaching"	
	A Faculty Development Colloquium	5/93
Colloquium Planner	"Putting An End to Pedagogical Solitude"	5/94

& Convener	A Faculty Development Colloquium	
Colloquium Planner		
& Convener	“The Teaching-Learning Connection”	5/95
	A Faculty Development Colloquium	
Colloquium Planner	“Cultural Perspectives on Teaching and Learning”	5/96
& Convener	A Faculty Development Colloquium	
Member	Focus Group , Speakers Bureau	1993-1994
Member	Focus Group, Brown Bag Research	1993-1994
Member	NCATE Steering and Evaluation Committee	1991-1992
Member	Committee to Evaluate Undergrad. Curriculum	
	In Concert with FIPSIE Grant	1984-1992
Member	FIPSIE Grant Portfolio Evaluation Committee	1986-1992
Member	Middle States Subcommittee on Outreach	1987
Member	CASE	1986-1988
Member	Committee on College Requirements	
	Oral Communication Subcommittee	1983-1984

**SERVICE TO THE CITY UNIVERSITY**

Director	CUNY Teacher Academy at Lehman	January 06 - August 07
Member	Childhood Education Articulation Committee	2004-2005
Member	Special Education Faculty Leadership Group	2002-2006
Co-Chair	CUNY Faculty Development Colloquium On Active Learning	11/94
Member	CUNY Committee on Special Education	

	Task Force in Education Programs and Curriculum Impact	1988-1989
Member	New York City Board of Education Division of Special Education -College Consortia	1988-1998

**MEMBERSHIPS IN PROFESSIONAL SOCIETIES (last 5 years)**

Children and Adults with Attention Deficit Disorder (CHADD)-NYC Chapter

Council for Children with Behavior Disorders

Council for Exceptional Children

Kappa Delta Pi

National Education Association

The American Association for Colleges of Teacher Education

New York State Association of Teacher Educators

Association of Teacher Educators

**Dorothy A. Feola**

**Professor and Associate Dean**

## William Paterson University

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### Academic Degrees:

- Ph.D. Fordham University, 1996  
Program: Language, Literacy, and Learning
- M.S. Fordham University, 1980  
Program: Reading Education
- B.A. Brooklyn College (CUNY), 1976  
Major: Art
- A.A.S. Fashion Institute of Technology, State University of New York (1972),  
Merchandising

### Professional Administration Experience

- Associate Dean, College of Education, William Paterson University (June 2005 - present)  
Co-Director, MAST grant (October 2008 - present)
- Co-Director, REFORMS grant with Paterson and Passaic Public Schools ( August 2007- present)
- IHE Coordinator, GearUP grant with Passaic Public Schools (September 2005 - present)
- Director, New Jersey Consortium for MiddleSchools (NJCMS) grant (September 2004 - present)
- NCATE Coordinator (2005-2007)  
Assistant Dean, College of Education, William Paterson University (March - June 2005)
- Director, Graduate Reading Programs, College of Education, William Paterson University  
(Jan 1998 - March 2005)
- Coordinator, MAT Program, Fordham University, Graduate School of Education (1992 - 1997)

Coordinator, Curriculum Resource Center, College of Staten Island, City University of New York (1986-1992)

### **Teaching – Literacy & Resaerch**

Graduate and undergraduate courses in literacy including the following:

Socio-Psycholinguistics and Reading; Practicum in Reading; Reading Research; Theoretical Foundations of Literacy; Adolescent Literature; Literacy and Learning; Language Arts and Literature. Mentor to graduate students completing master's theses in the College of Education, William Paterson University.

### **Collegiate Assignments**

Member, University Academic Planning Committee (2006-present)

Member, University Academic Affairs Council, (2006 present)

Member, University Student Retention Committee (2007 present)

Member, University Students of Concern Committee (2007 present)

*Chair*, Search Committee, Executive Director of Development (2007)

*Chair*, Senate Graduate Studies Council (2003-2005); Member (2001-2005)

Member, University Sabbatical Leave Committee Spring 2005

Member, University Promotions Committee, Spring 2004

*Chair*, Student Relations Committee, Dept. of Secondary Education (2002-2005)

Member, Search Committee Language Arts/Secondary (Spring 2004)

*Chair*, Graduate Reading Committee, January 1998 Maarch 2005

Academic Advisor, William Paterson University of New Jersey, Sept. 1997 - 2003

Advisor, William Paterson University Alpha Epsilon Chapter of Alpha Upsilon Alpha, International Reading Association Education Honor Society, Sept. 1997 - 2002

*Chair*, College of Education Curriculum Committee (1999-2001)

Member, Graduate Directors Committee (1998-2005)

### **Current Professional and Academic Association memberships**

American Association of Colleges of Teacher Education (AACTE)

International Reading Association (IRA)

National Association of Professional Development Schools (NAPDS)

National Council of Teachers of English (NCTE)

Northeastern Educational Research Association (NERA)

### **Professional Assignments and Activities (past five years)**

Member New Jersey Higher Education Task Force (2006- 2007)

Member, Passaic County Educational Partnership (2001 - present)

Member, Leadership Team, New Jersey Consortium of Middle Schools (2004 - present)

Member, Passaic NJ Public Schools, Literacy Task Force (2004 - 2006)

Consultant, Passaic NJ Public Schools, *Reading First* (2003- present)

Consultant, Canfield Elementary School, Mine Hill NJ 2003-2004 Language Arts, Grades 5,6

Advisory Board Member (New Jersey), Teacher Quality Enhancement Consortium Consultant, Sussex-Wantage School District, Sussex-Wantage, NJ

Member of the Teaching Learning Collaborative (TLC) with Paterson Public Schools.

### **Recent Publications**

Rosenthal, J. L., Donnantuono, M., Feola, D.A. LeBron, M. Flynn, C., Wasserman, N. (2008). "Learning About best Practices Literacy Instruction in the Context of Professional Development Schools." *The Journal of the National Association of Professional Development Schools*.

Feola, D.A., Malu, K., and Brause, R.S. (January, 2003). "A Rose By Any Other Name Is Still a Rose...Or Is It? A Critical Conversation About Using Pseudonyms" *The Journal of Reading Education*.

Feola, D. A. and Connolly, R. A. (Eds.) (2002). *Changing Teachers or Teachers Changing? Multiple Lenses on Professional Development*, Dubuque, IA.: Kendall/Hunt Publishing Co.

Feola, D. A. (2002). "Learning how to teach/learning how to learn" in *Changing Teachers or Teachers Changing? Multiple Lenses on Professional Development*, Dubuque, IA.: Kendall/Hunt Publishing Co.

**Name:** Koprowski-McGowan, Stephanie, Ed.S.  
**Rank:** Director of the Office of Certification  
**Responsibilities:** Undergraduate/Graduate COE Admissions, Licensing & Grants  
**Appointed:** October, 2002

**Academic Degrees:**

Ed.D.	Fordham University	Present	Management, Leadership & Policy
Ed.S.	Seton Hall University	2002	Administration and Supervision
M.A.	Seton Hall University	1997	Education
B.A.	Seton Hall University	1995	English

**Professional Experience:**

**William Paterson University of New Jersey, Wayne, New Jersey**

**Director of Certification: September 2004- Present**

Responsibilities include managing the department of certification and personnel, Undergraduate and Graduate Admission to the College of Education, coordination of licensure requirements with program directors and department chair people, recommendations for teacher licensure upon successful completion of initial and advanced programs, coordinator of out-of state licensure verifications, coordinator and reporter for Title II, Professional Education Data System (PEDS) for AACTE and NCATE, the Institutional Questionnaire for NJDOE and NCATE as well as project director of the Teacher Quality Enhancement Grant-IHE Stipend for program realignment. I currently serve as a member of the College Council (College of Education) and Director's Council (University wide). I am responsible for coordinating information sessions for admission, recruitment at the NJEA convention for graduate programs and liaison regarding certification and licensure to each department in the College of Education.

**Project Director of the New Jersey Middle School Consortium for Teacher Preparation (NJCMSTP) and Improving Teacher Quality Enhancement Grants: January 2004-Present**

Responsibilities include writing and implementing grant proposals, coordinating educational experiences between partnering school districts and the WPUNJ College of Education, organizing and presenting at professional development workshops, overseeing multi-million dollar budgets, coordinating all ordered materials, books and program supplies, writing all necessary program updates, revisions and interim reports, presenting locally and nationally regarding our professional development schools, coordinating and implementing off campus workshops and events and working in close coordination with partnering school districts.

**Program Assistant: Early Learning Improvement Consortium (ELIC): September 2002-January 2004**

Responsibilities included training and utilizing the ECERS-R (Early Childhood Environmental Rating Scale- Revised) instrument to observe and document Pre-K 3, Pre-K 4 and Kindergarten classrooms in urban Abbott identified New Jersey School districts, evaluating and cleaning the data utilizing SPSS and reporting the outcomes to the New Jersey Department of Education in partnership with New Jersey City University, Rowan University, Montclair State University and Rutgers University (NIEERS division).

**Paterson Charter School for Science and Technology, Paterson, New Jersey**

**Curriculum and Administrative Consultant: June 2002-September 2002**

Responsibilities included assisting the Board of Trustees in the development of a Middle and High School Charter School specializing in Math, Science and Technology in downtown Paterson. I was responsible for assisting in the creation of the curriculum guide; grant writing for materials and organizing a professional partnership with NJIT.

**Summit Board of Education, Summit, New Jersey**

**8<sup>th</sup> Grade English Teacher: December 2000-June 2002**

Responsibilities included daily instruction of Reading Comprehension, Writing, Grammar Skills and Oral Communication. Curriculum requirements include GEPA Test Preparation, Advanced Placement / Honors Placement course work, novel study, short stories, poetry, creative and institutional style writing, oral communication and vocabulary usage. I also served as Varsity Cheerleading Coach and Drama Club Coordinator.

**Liberty Academy Charter School, Jersey City, New Jersey**

**Chief Administrative Officer: July 2000 - December 2000**

Responsibilities included budgeting, employee and student recruitment, federal and state allocation of funds, staff development, faculty/staff supervision and evaluation, testing coordinator and member of the Parent/Teacher organization and the Board of Trustees.

**St. John Nepomucene School, North Bergen, New Jersey**

**Principal: July 1999- June 2000**

Responsibilities included budgeting, dispersing of federal funds, technology initiative, supervising faculty, staff development, Child Study Team evaluations and implementing individual curriculum requirements, develop curriculum according to core content standards, interpreting test results, testing coordinator, recruit and register students, recruit and terminate employees, observe regulations of police, fire and health departments, moderate Parent/Teacher organization, Marketing Director and participant in the Archdiocese of Newark Schools.

**Boonton Board of Education, Boonton, New Jersey**

**6<sup>th</sup> Grade Teacher: September 1998- June 1999**

Responsibilities included teaching Language Arts, Reading and Social Studies. I taught and integrated curriculum of Language Arts and Speech Communications, Vocabulary, Reading Comprehension and Writing Strategies.

**Passaic County Community College, Paterson, New Jersey**

**Adjunct Professor of English: May 1997 – August 1998, January 2002-December 2003**

Responsibilities included teaching Basic Skills English/ Writing, Composition and Basic Skills Reading/comprehension and Vocabulary.

**Our Lady of Grace School, Fairview, New Jersey**

**Administrative Internship (Middle States Chairperson) 09/98-06/99**

**6<sup>th</sup>-8<sup>th</sup> Grade English teacher: September 1995-June 1998**

Responsibilities included teaching five sections of English Grammar and Composition, Reading comprehension, Speech Communication, Vocabulary, Writing and Dramatic Arts.

**Current Professional and Academic Association memberships**

Statewide Parent Advocacy Network, Board of Trustee member

NJ Schools to Watch, Evaluation team member

American Association of Colleges for Teacher Education (AACTE)

National Association of Professional Development Schools (NAPDS)

Kappa Delta Pi International Education Honor Society, 1997-Present

**Current Professional Assignments and Activities**

Standard Certificates in New Jersey: Supervisor, Elementary and

Secondary Teacher of English

Certificates of Eligibility in New Jersey: Principal/Supervisor

**Past Acknowledgements:**

New Jersey Council for the Humanities Summer Institute for Teachers, 8/98

National Endowment for the Humanities Summer Seminars for Teachers, 6/96

Geraldine Doge Foundation Distinguished Scholar, Poetry Festival 1996

Future School Leaders Program, Archdiocese of Newark, 1997-1998

New Jersey Non-Public School Teacher of the Year, Nominee, 1997

Our Lady of Grace School, Teacher of the Year, 1996-1997

**Nancy Norris-Bauer**

**Director, Office of Field Experiences**

**Education:**

M.S. Florida State University 1975 Early Childhood Education

B.S. Florida State University 1973 Elementary Education

**Professional Experience:**

William Paterson University, Director, Office of Field Experiences

William Paterson University, Associate Director of Certification

William Paterson University, Instruction Curriculum & Instruction

Deutsche Elektronische Synchrotron, (Germany), English teacher

The Health Adventure Museum Asheville, N.C., Executive Director

Mars Hill College, Director Preschool Education/Title XX Day Care Training Program

Florida State University Lab School, Kindergarten Teacher

Duval County, Florida Public Schools, Kindergarten Teacher

**Professional Affiliations**

Secretary, National Field Directors Forum

New Jersey Field Directors Forum (Past president, Vice President and Secretary)

Association of Teacher Educators

AACTE

Kappa Delta Pi

Pi Lambda Theta

State Coordinator, New Jersey National History Day

Executive Committee of State Coordinators, NHD

## **Presentations**

PDS Maintenance: Assumptions, Attributes and Ambivalence

AACTE, ATE Feb. New Orleans; NAPDS in Feb., Orlando, 2008.

Governance and Communication: Sustaining a Successful Professional Development

Network, NAPDS, Orlando, 2008

Looking Ahead: A Collaborative Framework for Assessing Pre-Service Dispositions

ATE, 2007

Advocating for Diversity: Inclusive Field Experiences, ATE, San Diego, 2006

Dispositions Conference, Kentucky, Nov. 2005

Field Experience Data: Cycling Effectiveness, AACTE, Washington, D.C., 2005;

ATE, Chicago, 2005

The Three R's of Cooperating Teachers: Recruit, Reward and Respect

ATE, Dallas, Feb., 2004

Cooperating teachers in #D: Data, Demographics and Development

AACTE, New Orleans, Jan. 2003 and ATE, Jacksonville, Feb., 2003

High Stakes, High Risk, High Hopes: High Maintenance Field Experience Students

ATE, Denver, 2002

## **Publications**

“Cross-Currents of Change: PDS Maintenance” a chapter to be published in Staying the Course with Professional Development Schools, Peter Lang Publishing, Sept., 2004

(Editors - Neapolitan, Berkley and Proffitt; Forward - Teitel)

## **Awards**

New Jersey Historical Commission Award of Recognition, 2000

**Community Service**

Scotch Plains Fanwood Board of Education, second year of a three year elected  
term

Nominating Committee, Girl Scout Council of Washington Rock

Sustaining Member, Junior League of Elizabeth Plainfield

Altar Guild Calvary Episcopal Church



# PATERSON PUBLIC SCHOOLS



33-35 Church Street  
Paterson, New Jersey 07505  
Office: 973-321-0980  
Fax: 973-321-0470

Dennis J. Clancy, Ed.D.  
Interim State District Superintendent

January 15, 2009

Dr. Ana Marie Schuhman  
Interim Dean, College of Education  
William Paterson University  
300 Pompton Rd.  
Wayne, NJ 07470

RE: William Paterson University's Transition to  
Teaching Grant Application 2009

Dear Dr. Schuhman:

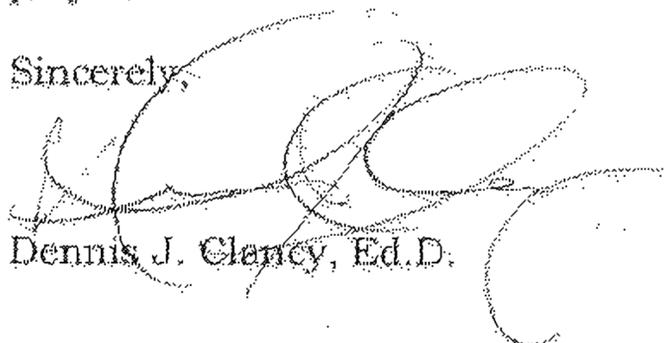
Paterson Public Schools are committed to delivering high quality, rigorous and effective instruction to all of its students. In the past, it has been difficult for the school district to attract and retain highly qualified mathematics, science, English-as-a-Second Language/Bilingual, and special education teachers in its elementary and high schools as required under the No Child Left Behind Act of 2002, thus contributing to its designation as a "District in Need of Improvement."

Transition to Teaching participants will receive intensive subject-specific coursework as well as pedagogical methods and will be supported by mentors supplied by the university during their probationary period leading up to their standard teaching certification. William Paterson University will supplement the salary of a Paterson school district-based liaison to assist in the coordination of project activities.

Paterson Public Schools will actively participate with project personnel in the admission process of prospective candidates, facilitate internship placements in actual classrooms, coordinate ongoing professional development and ultimately guide successful completers who pledge to work in the school district for a minimum of three years to positions in the school system.

We have partnered with William Paterson University in several very successful funded projects in the past, and are pleased to partner again in its Transition to Teaching project.

Sincerely,

  
Dennis J. Clancy, Ed.D.

*"Working Together to Achieve Success for Every Child"*



Children, Community, Commitment

From the Office of  
Dr. Robert H. Holster, Superintendent of Schools

**Office of the Superintendent**

Post Office Box 308 • 101 Passaic Avenue • Passaic, NJ 07055 Voice: 973.470.5201 Fax: 973.470.8984

[holster@passaic.k12.nj.us](mailto:holster@passaic.k12.nj.us)

January 20, 2009

Dr. Ana Maria Schuhmann  
Interim Dean - College of Education  
William Paterson University  
300 Pompton Road  
Wayne, NJ 07470

Dear Dr. Schuhmann,

On behalf of the Passaic Public Schools, I am pleased to commit the district to its participation in this proposal from William Paterson University, Kean University and Rowan University to the US Department of Education's Transition to Teaching grant program. This is an important project that will provide the City of Passaic and other urban centers serving students across New Jersey, with highly qualified and very well prepared teachers.

As a Local Education Agency partner in the project, Passaic Public Schools will commit to giving the project highly qualified teacher candidates priority hiring in open positions, with the intention of keeping them employed in district for at least three school years, pending satisfactory performance. The coordinator of the Passaic Public Schools' involvement in the project will serve as a liaison to the project, assist and advise the project as needed throughout the life of the project. The coordinator will provide data on teacher candidates as requested to support the project assessment and the State Department of Education's information needs.

Thank you for the opportunity to be involved in this important project.

Sincerely,

Robert H. Holster, Ed.D.  
Superintendent of Schools

dh/rb

**STRONG INSTRUCTIONAL LEADERSHIP, STRONG TEACHING, STRONG RESULTS in EVERY CLASSROOM. EVERY DAY for EVERY STUDENT**



Pablo Muñoz  
Superintendent of Schools

January 9, 2009

Dr. Susan Polirstok  
Kean University  
Office of the Dean  
1000 Morris Avenue  
Union, NJ 07083

Dear Dr. Polirstok:

On behalf of the Elizabeth Public Schools, I am pleased to commit the District to participation in the proposed Transition to Teaching Project involving Kean, Rowan and William Paterson Universities. This project, funded by the United States Department of Education would bring a welcome opportunity to fill our most critical teaching vacancies. The Elizabeth Public School District and Kean University have an extensive history in collaborating together to prepare and support excellent highly qualified teachers to serve the children in the city of Elizabeth.

As a Local Education Agency partner in the project, Elizabeth Public Schools will commit to giving priority to hiring the project's highly qualified teacher candidates. The district will employ qualified candidates for a minimum of three school years, pending satisfactory performance. Elizabeth will establish a Coordinator for the District's involvement in the project who will serve as a liaison to the project, gather appropriate data and facilitate placement and support of teacher candidates with building and district administration.

We look forward to this opportunity to further our collaborative work in enhancing the quality of education for the children of the City of Elizabeth and wish you success in this application.

Sincerely,

Pablo Muñoz  
Superintendent of Schools

**Office of the Superintendent of Schools**

500 North Broad Street, Elizabeth, New Jersey 07208    Ph: 908.436.5010    Fax: 908.436.6135  
Email: [munozpa@elizabeth.k12.nj.us](mailto:munozpa@elizabeth.k12.nj.us)    Website: [www.elizabeth.k12.nj.us](http://www.elizabeth.k12.nj.us)



# PATERSON PUBLIC SCHOOLS



33-35 Church Street  
Paterson, New Jersey 07505  
Office: 973-321-0980  
Fax: 973-321-0478

Dennis J. Clancy, Ed.D.  
*Interim State District Superintendent*

January 15, 2009

Dr. Ana Marie Schuhman  
Interim Dean, College of Education  
William Paterson University  
300 Pompton Rd.  
Wayne, NJ 07470

RE: William Paterson University's Transition to  
Teaching Grant Application 2009

Dear Dr. Schuhman:

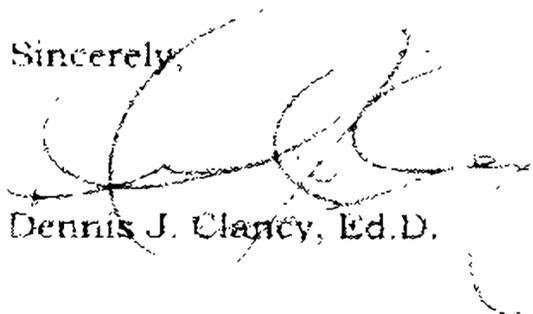
Paterson Public Schools are committed to delivering high quality, rigorous and effective instruction to all of its students. In the past, it has been difficult for the school district to attract and retain highly qualified mathematics, science, English-as-a-Second Language/Bilingual, and special education teachers in its elementary and high schools as required under the No Child Left Behind Act of 2002, thus contributing to its designation as a "District in Need of Improvement."

Transition to Teaching participants will receive intensive subject-specific coursework as well as pedagogical methods and will be supported by mentors supplied by the university during their probationary period leading up to their standard teaching certification. William Paterson University will supplement the salary of a Paterson school district based liaison to assist in the coordination of project activities

Paterson Public Schools will actively participate with project personnel in the admission process of prospective candidates, facilitate internship placements in actual classrooms, coordinate ongoing professional development and ultimately guide successful completers who pledge to work in the school district for a minimum of three years to positions in the school system.

We have partnered with William Paterson University in several very successful funded projects in the past, and are pleased to partner again in its Transition to Teaching project.

Sincerely,

  
Dennis J. Clancy, Ed.D.

***"Working Together to Achieve Success for Every Child"***

**EAST ORANGE SCHOOL DISTRICT  
OFFICE OF THE SUPERINTENDENT**  
715 Park Avenue  
East Orange, New Jersey 07017-1026  
Phone (973) 266-5760 Fax (973) 678-4865  
[www.eastorange.k12.nj.us](http://www.eastorange.k12.nj.us)

Board Members

Arthur L. Wright, President  
Theresa A. Combs, Vice President  
Bibi Stewart Garvin  
Belinda D. Jackson  
J. Garfield Jackson, Jr.  
Everett J. Jennings, CCE  
Cameron B. Jones, Sr.

Superintendent of Schools

Dr. Clarence C. Hoover III

Tuesday, January 13, 2009

Dr. Susan Polirstok, Dean  
College of Education  
Kean University  
1000 Morris Avenue  
Union, NJ 07083

Dear Dr. Polirstok:

The East Orange Public School District is pleased to lend its support and commitment to participate in Kean University's proposed Transition to Teaching Project, titled the New Vista Teaching Project. This program, funded by the United State Department of Education, will provide an opportunity to fill our most critical teaching vacancies.

Our district has enjoyed a mutually beneficial relationship with Kean's College of Education for many years. We embarked on collaborations designed to improve the preparation of new teachers and professional development experiences to enhance the quality of teaching and learning in our district. We look forward to continuing to work together as we pursue our shared commitment to excellence in today's classroom.

As a Local Education Agency partner in the project, the East Orange Public Schools will commit to giving priority to hiring NVTP's highly qualified teacher candidates. We will employ them in the district for at least three school years, pending satisfactory performance. The district's involvement will be facilitated through the Division of Human Resources and will involve serving as a liaison to the program, gathering appropriate data, and facilitating placement and support of teacher candidates with building and district administration.

In the 21<sup>st</sup> century, we recognize more than ever that education is not an individual process, but a collaborative and facilitated one. Partnerships between universities and local school districts are essential to assure the best possible distribution and use of essential resources. We welcome this invitation to continue to work in partnership with Kean University.

Sincerely,



Dr. Clarence C. Hoover III  
Superintendent of Schools

*"Rising to a Standard of Excellence"*

TTF

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 1234-3 FINAL TTT 2009 Budget Narrative 1-21-09.pdf

**New Vistas Teachers Project**  
Budget Narrative

		Year 1: Oct 09 - Sept 10				
Category	Item	Expense Detail and Justification	USED	WP Match	KU Match	Total
		Number of students	55	new		
<b>1. Personnel</b>	<b>Full Time</b>					
	Co-Project Director, WPUNJ, Ana Maria Schuhmann	Responsible for overall management of project. (b) annual salary, match.	-	(b)(4)		
	Co-Project Director, Kean, Susan Polirstok	Responsible for the overall management of Kean University's role in the project. (b) annual salary, match.	-	(b)(4)		
	Assistant Project Director, WPUNJ, Dorothy Feola	Responsible for assisting the Project Director for WPUNJ in the overall management of the project. (b) annual salary, match.		(b)(4)		
	Project Coordinator	100% USED, to coordinate and manage all aspects of the the day-to-day activities of the project.	80,000	(b)(4)		
	Administrative Assistant	100% USED, to support the project coordinator and project director in the general administration of the project.	35,000	(b)(4)		
	Partner Liaisons	WPUNJ and Kean University will appoint one member of their faculty each to provide for the general management and coordination of activities. (b) annual salary (3 cr/sem), match.	-	(b)(4)		
	Admin Support, COE	Both Colleges of Education and Universities will provide additional support, as needed, to enable the project, from such offices as Certification, Field Placement, and Business Services. Various staff, activities and percentages of time, match.	-	(b)(4)		
		<b>Total Full Time</b>	<b>115,000</b>	(b)(4)		
	<b>Part Time</b>					
	Prof-in-Residence, 3	A PIR will work in the schools that the teachers are assigned to as supervisors and advocates, and coordinate professional development efforts in each school. 3 per year at \$25,000 each; 50% in Year 1 (March to September)	37,500	(b)(4)		

	Recruiter	50% USED, to support project, to undertake all aspects of recruitment for the project, including management of the recruitment plan and management of the application process.	35,000	(b)(4)
	Course Development	To provide for costs associated with the development and offering of online courses, will include both time for faculty as well as support (educational design, course design, and webmanagement).	25,000	
		<b>Total Part Time</b>	<b>97,500</b>	
		<b>Total Personnel</b>	<b>212,500</b>	
<b>2. Fringe Benefits</b>	Full Time rate established annually by the State of New Jersey.	36.05%	41,458	
	Part Time rate established by the State of New Jersey.	6.75%	6,581	
		<b>Total Fringe</b>	<b>48,039</b>	
<b>3. Travel</b>	US Department of Education	Annual meeting, Washington, DC. 2 participants	2,500	
	Staff other	In-state local travel, particularly for the Project Coordinator and Recruiter	5,000	
		<b>Total Travel</b>	<b>7,500</b>	
<b>4. Equipment</b>	None		-	
<b>5. Supplies</b>	Educational Supplies	\$10,000/IHE/year to purchase and loan textbooks and other course materials to teachers in the program, and to acquire materials to support course activities.	20,000	
	Laptop Computers	\$1000 * 10 laptops to be purchased to loan to teachers in the program who do not have their own laptop or desktop computers.	10,000	
	Printing/Copying/Office Supplies	\$2,500/IHE/year to support project-specific printing, photocopying and general office supplies.	5,000	
		<b>Total Supplies</b>	<b>35,000</b>	
<b>6. Contractual</b>	Evaluator	Negotiated fee	15,000	
		<b>Total Contractual</b>	<b>15,000</b>	

				(b)(4)
<b>7. Construction</b>	None		-	
<b>8. Other</b>	Recruitment	Primarily for the purchase of newspaper advertising (estimated at \$2,500 to 3,000 per ad, per newspaper) as well as costs associated with posting on the Internet, distribution of materials, and related expenses.	25,000	
	Speakers	\$2,500/year for special programming for participating teachers	2,500	
	Professional Development	For workshops, local conferences, and other activities to support coursework and classroom experiences of participating teachers.	20,000	
		<b>Total Other</b>	<b>47,500</b>	
<b>9. Total Direct</b>			<b>365,539</b>	
<b>10. Indirect</b>		8% of Total Direct Costs. WPUNJ Indirect Cost Rate approved by the US Department of Health & Human Services, 7/1/06 to 6/30/09	<b>29,243</b>	
<b>11. Stipends</b>	Student	One-time \$5,000 stipend for each student	<b>275,000</b>	
<b>12. Total Costs</b>			<b>669,782</b>	

Year 2: Oct 10 to Sept 11					Year 3: Oct 11 - Sept 12				
Expense Detail and Justification	USED	WP Match	KU Match	Total	Expense Detail and Justification	USED	WP Match	KU Match	Total
Number of students	110	new & continuing			Number of students	110	new & continuing		
4% annual increment	-	(b)(4)			4% annual increment	-	(b)(4)		
4% annual increment	-								
4% annual increment	-								
4% annual increment	83,200								
4% annual increment	36,400								
4% annual increment	-								
4% annual increment	-								
4% annual increment	-								
<b>Total Full Time</b>	<b>119,600</b>				<b>Total Full Time</b>	<b>105,456</b>			
3 per year at \$25,000 each	75,000				3 per year at \$25,000 each	75,000			

4% annual increment	36,400	(b)(4)	4% annual increment	37,856	(b)(4)
Year 1 activity will support same courses in Year 2	-		Additional courses	15,000	
<b>Total Part Time</b>	<b>111,400</b>		<b>Total Part Time</b>	<b>127,856</b>	
<b>Total Personnel</b>	<b>231,000</b>		<b>Total Personnel</b>	<b>233,312</b>	
0	43,116		0	38,017	
0	7,520		0	8,630	
<b>Total Fringe</b>	<b>50,635</b>		<b>Total Fringe</b>	<b>46,647</b>	
Annual meeting, 2 participants	2,500		Annual meeting, 2 participants	2,500	
In-state local travel	4,000		In-state local travel	5,000	
<b>Total Travel</b>	<b>6,500</b>		<b>Total Travel</b>	<b>7,500</b>	
	-			-	
\$7500/IHE/year	15,000		\$7500/IHE/year	15,000	
\$1000 * 1/2 Cohort 2	10,000		\$1000 * 1/2 Cohort 1	10,000	
\$2,000/IHE/year	4,000		\$1,500/IHE/year	3,000	
<b>Total Supplies</b>	<b>29,000</b>		<b>Total Supplies</b>	<b>28,000</b>	
Negotiated fee	15,000		Negotiated fee	15,000	
<b>Total Contractual</b>	<b>15,000</b>		<b>Total Contractual</b>	<b>15,000</b>	

		(b)(4)			(b)(4)
	-			-	
Newspaper and other advertising	25,000		Newspaper and other advertising	25,000	
\$2,500/year	2,500		\$2,500/year	2,500	
Workshops, local conferences and other activities	10,000		Workshops, local conferences and other activities	20,000	
<b>Total Other</b>	<b>37,500</b>		<b>Total Other</b>	<b>47,500</b>	
	<b>369,635</b>			<b>377,959</b>	
8% of Total Direct Costs	<b>29,571</b>		8% of Total Direct Costs	<b>30,237</b>	
One-time \$5,000 stipend for each student	<b>275,000</b>		One-time \$5,000 stipend for each student	<b>275,000</b>	
	<b>674,206</b>			<b>683,196</b>	



4% annual increment	39,370	(b)(4)	4% annual increment	40,945	(b)(4)
Additional courses	10,000		Additional courses	10,000	
<b>Total Part Time</b>	<b>124,370</b>		<b>Total Part Time</b>	<b>125,945</b>	
<b>Total Personnel</b>	<b>224,202</b>		<b>Total Personnel</b>	<b>224,652</b>	
0	35,989		0	35,584	
0	8,395		0	8,501	
<b>Total Fringe</b>	<b>44,384</b>		<b>Total Fringe</b>	<b>44,085</b>	
Annual meeting, 2 participants	2,500		Annual meeting, 2 participants	2,500	
In-state local travel	4,000		In-state local travel	4,000	
<b>Total Travel</b>	<b>6,500</b>		<b>Total Travel</b>	<b>6,500</b>	
	-			-	
\$7500/IHE/year	15,000		\$7500/IHE/year	15,000	
Redistribute returned comps	-		Redistribute returned computers	-	
\$1,500/IHE/year	3,000		\$1,500/IHE/year	3,000	
<b>Total Supplies</b>	<b>18,000</b>		<b>Total Supplies</b>	<b>18,000</b>	
Negotiated fee	15,000		Negotiated fee	15,000	
<b>Total Contractual</b>	<b>15,000</b>		<b>Total Contractual</b>	<b>15,000</b>	

		(b)(4)			(b)(4)
	-			-	
Newspaper and other advertising	25,000		Newspaper and other advertising	-	
\$2,500/year	2,500		\$2,500/year	2,500	
Workshops, local conferences and other activities	20,000		Workshops, local conferences and other activities	20,000	
<b>Total Other</b>	<b>47,500</b>		<b>Total Other</b>	<b>22,500</b>	
	<b>355,586</b>			<b>330,737</b>	
8% of Total Direct Costs	<b>28,447</b>		8% of Total Direct Costs	<b>26,459</b>	
One-time \$5,000 stipend for each student	<b>275,000</b>		No new students to receive a stipend	-	
	<b>659,033</b>			<b>357,196</b>	

Cumulative Expenses			
USED	WP Match	KU Match	Total
Students	220	unduplicated	
-	(b)(4)		
-			
-			
433,306			
105,289			
-			
-			
538,594			
337,500			

189,571	(b)(4)
60,000	
<b>587,071</b>	
<b>1,125,666</b>	
194,163	
39,627	
<b>233,791</b>	
12,500	
22,000	
<b>34,500</b>	
-	
80,000	
30,000	
18,000	
<b>128,000</b>	
75,000	
<b>75,000</b>	

	(b)(4)
-	
100,000	
12,500	
90,000	
<b>202,500</b>	
<b>1,799,456</b>	
<b>143,957</b>	
<b>1,100,000</b>	
3,043,413	