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*Access, Success, &
Equity...
Turning Research
into Practice*

A word from the Associate Dean

Moving right along....As we approached the 2015-2016 academic year, we were preparing for our national accreditation visit. Over the summer we submitted our self-study addendum for the visit. We were able to provide our accreditation team with the following information:

Self-Study (February, 2015)

- *55 pages of narrative
- *189 artifacts (over 5,600 pages) supporting the narrative
- *Website artifacts: student work samples, program handbooks, key assessments, sample syllabi

Addendum (September 2015)

- *Responses to 50 additional questions across the six standards
- *24 pages of narrative
- *87 artifacts (over 500 pages)
- *Website artifacts: Syllabi of Record, 3-years of data (benchmark, key assessments, conceptual framework)

At the end of October, the team of reviewers from CAEP/NCATE arrived to conduct our onsite review. The visit went extremely well and we received very valuable feedback. We are anxiously awaiting the draft report from the team as well as their recommendations to the CAEP Board. During this time, we are preparing a rejoinder to address the team's preliminary feedback. We will receive the final report and decision of the accreditation board in the spring.

The accreditation process could not have been completed without the support and commitment of many, many people. I'd like to thank everyone who participated in the interviews: CoE students and candidates, P12 partners and community members, advisory boards, our colleagues from across the university, adjuncts, university supervisors, and both Holly Glen Elementary and Delsea Regional High for hosting our visitors. A special thank you goes to our CoE faculty and staff for their ongoing dedication and perseverance. Our members of the Continuous Improvement Committees (Data, Assessment, Clinical Practice, Diversity, and Professional Development) really gave us that extra push toward excellence. We were organized and prepared.

My Sincerest Appreciation for a Job Well Done!

Lisa Vernon-Dotson



Initial Licensure Benchmark Data

Benchmark 1: Admission to the Professional Program

Required GPA at Benchmark 1	Overall GPA at Benchmark 1	Praxis I		
		Reading	Writing	Math
≥ 2.75	Mean=3.49 N=362 SD=0.25	Mean=181.04 N=234 SD=2.98	Mean =77.89 N=234 SD=2.85	Mean=179.62 N=234 SD=4.89

Praxis Core			MST Admission Score
Reading	Writing	Math	
Mean=181.87 N=96 SD=6.35	Mean=174.16 N=96 SD=5.77	Mean=176.86 N=96 SD=8.43	Mean=94.11 N=21 SD=4.40

2014-2015 Benchmark 1 Data: Initial Teacher Preparation (undergraduate/graduate)

Entrance to the professional education portion of the academic program for undergraduate teacher candidates typically begins at the end of the sophomore year. For our Master of Science in Teaching (MST) and Master of Arts in STEM Education (MA STEM) teacher candidates, admission to the program coincides with acceptance to the programs.

For academic year 2014-2015, the College of Education required an overall GPA of ≥ 2.75 for entrance to professional programs. (For Fall 2015, NJDOE raised the minimum GPA for entry to ≥ 3.0 .) Upon entry for the 2014-2015 academic year, candidates had a cumulative mean GPA =3.49.

The College basic skills requirement for entry into the professional program prior to 2015 was Praxis I. During the 2014-2015 data collection period, NJDOE moved to requiring the Praxis Core. Both Praxis Core and Praxis I scores were acceptable during the transition phase.

Additional requirements for MST candidates included an admission score (combined score for interview, writing sample, transcript review) and Praxis II. The acceptance score was = 94.1; the minimum acceptance score was 92 out of 100 possible points.

The overall success rate for Benchmark 1 was 82.8% (n=378).

Benchmark 2: Prior to Clinical Practice (Student Teaching)

Prior to Clinical Practice (Student Teaching), candidates must have had an overall GPA of ≥ 2.75 . Undergraduate teacher candidates must also have passed the content area Praxis II exam. For the undergraduate programs, 316 candidates met the Praxis II requirement for the 2014-2015 academic year.

The overall success rate for Benchmark 2 was 87.2% (n=362).

Initial Licensure Benchmark Data (continued)

Benchmark 3: Graduation (Program Completion)

Eligibility for graduation in 2014-2015 for both undergraduate and graduate teacher education candidates included an overall GPA of ≥ 2.75 for undergraduates, and ≥ 3.0 for MST and MA STEM. The College began piloting edTPA, an assessment of teacher performance that is replacing the traditional Teacher Work Sample; no minimum score has been established. Beginning in 2017, NJDOE will require all candidates to successfully complete a state approved teacher performance assessment.

The overall mean GPA for all candidates was = 3.58.

The 2014-2015 overall success rate for Benchmark 3 was 90.0% (n=372).

Benchmark 1		Benchmark 2		Benchmark 3	
N	Pass Rate	N	Pass Rate	N	Pass Rate
378	82.8%	362	87.2%	372	90.0%

2014-2015 Pass Rates by Benchmark (undergraduate/graduate)

We are committed to continuous improvement that guides us to coherent programs which are informed by our discipline and grounded in our collective beliefs about what effective teaching is. Our only goal is preparing exceptional, talented individuals who positively impact our profession and, more importantly, the lives of the p-12 students they serve.

Our ongoing curricular redesign efforts continue to be guided by this annual data collection, analysis, and review process at both the program and unit levels. Subsequently, as we share this and other data with our internal and external stakeholders, valuable feedback and recommendations gleaned from those discussions contribute to a continuous improvement feedback loop regarding what we do and how we do it. Most importantly, the process provides a support mechanism that aligns to what we believe teacher candidates should know and be able to do in order to enter the profession “classroom ready.”

NJDOE Updates

The proposed teacher preparation regulations made it to the New Jersey Board of Education for a vote on Wednesday, November 4, 2015. In the opening updates from Peter Schulman, flexibility waivers on a program-by-program basis for the 175 hours in the semester prior to the traditional student teaching semester (combined to make the Clinical Residency to be implemented by 2018-2019) were presented. After Pete’s presentation of the minor changes to the proposed regulatory amendments, NJDOE Board President, Mark Beidron, presented a substantive change to the amendment at adoption that was allowable because it did not change the essence of the regulations. His motion provided even more flexibility to colleges and universities at the program level:

Programs are still required to provide 175 hours of clinical practice/student teaching leading up to one semester of full-time clinical practice/student teaching; but teacher candidates may complete the 175 hours over more than one semester; as long as at least 100 hours still occur in the semester immediately preceding the full semester of clinical practice/student teaching.

In our proposed curriculum redesign for the initial preparation programs, we were able to account for more than the 175 hours of clinical practice in the semester prior to the full semester of clinical practice. We are well poised to meet the letter and intent of these newly adopted regulations.

New Faculty



ELIF BALIN

Dr. Elif Balin has a background in career counseling, cross-cultural counseling, women's studies, and anything else that coincides with her diverse platform of research. Her world-traveled story begins in her native Turkey, where Elif grew up in a military family that moved from city to city. In her third year of college, she was a project assistant for the adaptation of the Global Career Development Facilitators training at Bahçeşehir University Career Center in Turkey. After getting her undergraduate degree in Psychological Counseling and Guidance, Elif worked as a school counselor at Bilkent University International School, Middle School Division, in Ankara, Turkey. It was in Ankara where Elif pursued her graduate studies at Middle East Technical University. She earned her Master's in Educational Sciences in the Psychological Counseling and Guidance program. Elif then set sail to Penn State University for her doctoral studies where she planned a cultural immersion course and excursion to Turkey for three weeks in the summer. In December 2014, Elif earned her Ph.D at Penn State in Counselor Education and Supervision with a Minor in Women's Studies. Elif joined Rowan because she was intrigued with Rowan's dedication to grow. She admires the College of Education's reputation for excellence in teaching. She's looking to establish a strong research agenda while immersing herself in the college's community. She plans on continuing her many accomplishments in cross-cultural counseling, career counseling, and Women's Studies. Elif enjoys spending time with her Goldendoodle named Ege, and she enjoys traveling and visiting friends throughout the United States. She wants to go back to Cuba, and hopes to one day travel to Peru.

CATHERINE MICHENER



Dr. Catherine Michener comes to Rowan with a passion for and dedication to bilingualism and bilingual literacy. Originally from Canada, Catherine taught P12 for 12 years and was a graduate of a K12 Bilingual Immersion program in her native country. Catherine enjoys working with bilingual students, English learners, and their teachers in P12 schools by doing research, professional development, and teacher preparation. Catherine continues to live bi-nationally and follows educational developments in both USA and Canada. Observing different cultures has given Catherine a personal interest in learning more about bilingual immigrant students and what teachers can do to support their success. In the past decade, Catherine operated a small, successful educational consulting company in Taiwan, and completed a Master's degree and Doctoral dissertation while working full-time and caring for her daughter. She is currently working on a few manuscripts for publication as she settles in at Rowan University. Catherine was drawn to the supportive tone and sense of community in the College of Education. She appreciates Rowan's dual emphasis on quality teaching and quality research. She cites the work of the College and the work that some of her colleagues are doing in New Jersey schools as inspiration. She's excited not only to work in area P12 schools, but also support the new Center for Access, Success, and Equity (CASE). Being a native of the Rocky Mountains in Canada, Catherine loves the outdoors. She enjoys hiking, biking, running and canoeing. She loves to travel, and is also an avid juggler. She brings a combination of experience, passion, and culture as a faculty member at Rowan.

New Faculty



KENZO SUNG

Dr. Kenzo Sung is an assistant professor in the Language, Literacy, and Sociocultural Education Department. He holds a Ph.D. in Education Policy and Social Cultural Studies in Education from the University of California at Berkeley, an Ed.M. in Teaching and Learning from Harvard University, and a B.A. in Integrative Biology from the University of California at Berkeley. His research areas include urban education and policy, ethnic studies, history of education, political economy, critical race theory, and twentieth century social movements and reforms. Kenzo was drawn to Rowan because of the supportive community he found amongst our faculty and students, as well as the opportunities to create a lasting institutional legacy during this period of transformational growth. As a Rowan professor, Kenzo hopes to help establish a strong research background and develop a set of graduate programs committed to supporting a new generation of public school leaders who think critically, research rigorously, educate effectively, and advocate forcefully to address the struggles of marginalized communities. He holds several publications in top tier journals. Kenzo was an affiliated faculty with U.C. Berkeley's Center for Research on Social Change and won an "Outstanding Instructor Award" for courses he taught in the departments of Education, History, and Ethnic Studies. Prior to academia, Kenzo taught middle school in Oakland, CA for five years, during which time he also served as the school's science department chair, co-wrote a \$400,000 Model School Grant, and helped coordinate the redesign of the district-wide science curriculum for Oakland public schools. Kenzo enjoys swimming, riding motorcycles, travelling, and trying local street food.

YU-CHUN KUO

Dr. Yu-Chun Kuo brings to Rowan a deep-rooted passion for instructional technology with experience, expertise, and accolades accompanying her. Originally from Taiwan, Yu-Chun earned her Ph.D. in Instructional Technology at Utah State University. Studying in Utah and living in other states provided Yu-Chun opportunities to interact with people from diverse cultures and backgrounds. Prior to Rowan, Yu-Chun was an assistant professor at Jackson State University, teaching instructional design and training courses for three years. Before that, she was an instructional technologist at Arcadia University for one and a half years. Yu-Chun has presented at several conferences in instructional technology and has many publications. She received the 2013 ACHE Alex Charters Research Grant and 2014 AECT Division of Distance Learning Journal Article Award. Yu-Chun made the decision to join Rowan because of its long history in teacher preparation. She looks forward to bringing her expertise in instructional technology to our community through teaching, research, and service. Her goal is to help teachers and students integrate emerging technology in teaching and learning. Yu-Chun enjoys traveling, listening to music, watching movies, reading magazines, and visiting beaches and museums. She hopes to continue traveling and visiting those countries to which she has not yet been.



New Faculty



MARYL RANDEL

Ms. Maryl Randel comes to Rowan with a range of experiences in teaching and research in literacy education. Maryl joins Rowan after a ten-year career teaching elementary and middle school in Chicago Public Schools. She regards this experience with great pride, and credits her work to her former p12 students, their families, as well as her colleagues who have inspired her career as a teacher educator and researcher. Maryl's primary research focuses on improving instructional supports and opportunities for individuals with and without disabilities who have been underserved by traditional literacy instruction. Her most recent publication led to a live Research-to-Practice episode sponsored by the Literacy Research Association where she and her co-author connected with other educators and researchers to discuss how their work relates to literacy instruction and classroom practices. Maryl's commitment to social justice in education and preparing current and future teachers to create and foster inclusive learning contexts has drawn her to the College of Education. She is particularly interested in the commitment that the COE has made in establishing local PDS partnerships, and is working as a Professor-in-Residence at Bowe School in Glassboro. After living in the Midwest, Maryl looks forward to living closer to the ocean, as well as exploring her new Philadelphia neighborhood. She enjoys curling up with a strong cup of coffee, a piece of dark chocolate, and a good book.

GARY DENTINO

Mr. Gary Dentino is no stranger to Rowan University. Receiving both his Bachelor's and Master's at Rowan, Gary has gone on to have an illustrious career as a school administrator, board member, and teacher. After a brief stint as a speech therapist, Gary began teaching in the Maple Shade Public School system which he describes as "wonderful years" in which he was inspired by colleagues to further his career into school administration. Gary then served as Vice Principal for the Swedesboro-Woolwich district then moved to serve as Principal, Curriculum and Instruction Director, and School Superintendent at Waterford Township before officially retiring. After retirement, Gary could not think of a better way to spend his next journey than to return to the place that essentially started it all for him, right here at Rowan University. After all he has accomplished professionally, Gary has finally returned home. He has been an adjunct professor at Rowan since 2011. He fully joined his colleagues as a 3/4 time instructor in the College of Education in Fall 2015. He is determined to serve his students and provide them with experiences and examples that he hopes can guide and inspire them for decades. Gary humbly describes his highest honor as being selected into the Rowan Wall of Fame, an honor bestowed upon him last Spring. Gary is an avid runner and has completed 55 certified marathons. He enjoys spending time with his wife, Laurie, also an educator, and values her own craft in the field of teaching. Gary and Laurie have a son, Anthony, who is following in his parents' footsteps and pursuing studies in education. Also like his father, Anthony is an accomplished runner who competed at the Division I collegiate level and now runs professionally.



New Faculty



KATHLEEN SEELEY

Kathleen joins Rowan University as a 3/4 time instructor with a passionate interest in and long-term dedication to early childhood education. She has been in the field since high school; and during her own educational pursuits, she worked full-time in childcare settings and as a nanny. Kathleen has had many fulfilling experiences and accomplishments throughout her journey. She has supported an early childhood program through the NAEYC accreditation process and watched teachers grow and become advocates for early childhood education. After hosting a Child Care Director from Japan through the YMCA of USA, she traveled to Japan working with teachers and families. Additionally with the YMCA of USA, Kathleen worked on a two year grant and had the opportunity to collaborate with researchers at Harvard on a pilot program to support family, friend, and neighbor caregivers. She worked as a consultant for Teaching Strategies, Inc. for nine years, and traveled to and worked with teachers in 49 states. She has taught at a technical school in Pennsylvania which has given her a great interest in building the capacity of teachers to reflect upon their own lives in order to learn how it affects their role as a teacher. Kathleen came to Rowan because she is excited to work with teacher candidates as they prepare for this important profession. She is very excited about the growth of the early childhood program and feels fortunate to have colleagues who express the same hopes for the candidates. She hopes to continue her education and work towards her doctorate. Kathleen has been married to her husband for 25 years. They have three daughters; Alisha, Emma, and Madison. Her two oldest daughters are both expecting baby girls in November!

ROBERT EISBERG

Reading has always been a love for Mr. Robert Eisberg, and showing young people the benefits and importance of reading has been his determination for many years. After a brief stint as an editor at the Philadelphia Daily News, Robert enjoyed a 22 year career teaching in Camden schools. Before accepting the 3/4 time instructor position, Robert taught as an adjunct since 2006 in both the undergraduate and graduate programs. He earned his Master degree at Rowan where learned valuable tools for teaching and reaching students who have reading problems. When asked about his passion for reading instruction, Robert said, "I believe that every student can learn, practice, and master strategies to become successful readers for both academics and personal enjoyment. Reading opens the world to you, lets you go places you can't physically go, opens the imagination, makes you a better citizen, makes you feel good about yourself, and provides something you can do your whole life." His determination is unquestionable. Robert enjoys reading young adult authors such as Lois Lowry and S.E. Hinton. Robert's favorite author is Junot Diaz because "his writing is full of the places and people in New Jersey." Robert explains, "He really digs into the nitty gritty relationships of people who are struggling." When he's not hard at work or reading, Robert enjoys watching professional and collegiate sports. His favorite team is the New York Yankees. Robert also enjoys traveling out west and cites Mexico as a favorite destination.



Groups, Organizations, and Achievements



DR. MARTHA VIATOR & KAPPA DELTA PI

“So to teach. So to serve. So to live.”

Martha Graham Viator first heard those words—the creed of Kappa Delta Pi, International Honor Society of Education—when she was inducted during her first year as a faculty member in Rowan’s College of Education. Shortly thereafter, in 2007, she and Cori Meredith Brown volunteered to co-advise Rowan’s Eta Psi chapter of KDP. After taking the chapter’s student leaders to the society’s bi-annual conference, Convocation 2009, Martha and Cori encouraged the membership to expand the chapter’s activities to fulfill KDP’s mission statement by advancing scholarship, leadership, and service. As a result, the Eta Psi Chapter received its third Achieving Chapter Excellence (ACE) Award at Convocation 2015 in Orlando this past October. In addition, the chapter received a total of nine specific awards for community service, membership, and professional development. Further, two members were recognized individually for leadership, and another member, Rick Heggan, received the National Student Teacher of the Year Award.

In recognition of her assistance to Rowan’s chapter, Martha received the Northeast Regional Chapter Counselor Award. The chapter officers nominated her by describing the ways she models leadership, motivates members, and impacts the careers of chapter members. Martha believes Rowan’s KDP chapter—by providing members with teaching experience, professional development, and fundraising opportunities to support charities that promote education in the US and abroad—exemplifies the College of Education’s vision to develop “reflective practitioners who use education to transform our global society.” She loves working with this honor society because it gives current teacher candidates or future teachers a chance to make a difference in their community while enhancing their own skills for the classroom. Just as important, she values the deep personal and professional friendships she has forged working with everyone in Kappa Delta Pi. Her future plans include serving this outstanding organization on the national level in some capacity.



Groups, Organizations, and Achievements

DIVERSITY CLUB

Rowan's Diversity Club kicked off its second year of operation with a lively, highly informative panel discussion entitled, *Islamophobia is not a Myth : And other critical issues facing students in our schools*. Co-sponsored by the CoE Diversity Club and the University's Muslim Student Association, *Islamophobia* is a choice example of many intriguing initiatives and events that the Diversity Club has to offer. The Diversity Club's mission is to (1) Provide a safe place to discuss issues around diversity that are important to students.

(2) Serve as a place to learn about the diversity on campus, in the surrounding community and in the world. (3) Offer opportunities to engage in cultural experiences on and off campus. If you're interested in learning more about the Diversity Club, please contact the club's advisors: Dr. Kim Holder, Dr. Ann Phillips, and Dr. Susan Browne. Dr. Jane Bean-Folkes is another faculty resource who has been actively involved with the club since its inception.



Diversity Club *Islamophobia* panel. Left to Right: Dr. Susan Browne, Surinder Kaur, Dr. Kim Holder, Dr. Kenzo Sung, Dr. Zeynup Zennur Isik-Ercan, Midji Fall, Dr. Issam Hafez Abi-El-Mona



2015 Fellows; Left to Right: Sharmila Chattopadhyay, Kristine Kniaziewicz, Olivia Perez, Erin Kreeger, Lindsey Madding, Cameron Youngblood, Joseph Chirayil, Noah Shen, Scott Summerill

Woodrow Wilson Teaching Fellowship Program

Now in its second year, the Rowan University Woodrow Wilson Teaching Fellowship Program continues to provide opportunities for high-achieving individuals with science, technology, engineering, and mathematics (STEM) backgrounds to seek teacher licensure in mathematics or one of the sciences.

The program has a three-year post-graduation commitment whereas the fellows have a service requirement that includes a commitment to teach in a high needs district for three years after receiving their teaching certificate.

All nine members of the 2015 cohort have earned Bachelor degrees in STEM fields; three holding Master degrees and one with a doctoral degree. The cohort members hail from New Jersey, Pennsylvania, and Maryland. The primary goal of the Woodrow Wilson Fellowship is to maintain the importance of STEM disciplines for P12 students through quality teaching in supportive school-university partnerships. For this program, Rowan partners work closely with six districts throughout southern New Jersey. "The program provides Fellows with the opportunity to co-plan, co-teach, and be welcomed as partners in their mentor teachers' classrooms" stated Dr. Jill Perry, an associate professor in the STEAM Department and Director of the Rowan University Woodrow Wilson Teaching Fellowship program.

For more information or to apply online, please refer to <http://woodrow.org/fellowship-page/ww-teaching-fellowship-partner-rowan/> or contact Dr. Jill Perry at perry@rowan.edu or Grant Program Coordinator, Jennifer Murphy at murphyje@rowan.edu.

Groups, Organizations, and Achievements

COLLEGE OF EDUCATION STUDENT ADVISORY COUNCIL

We are excited to announce the new College of Education Student Advisory Council (CEOSAC).

The College of Education Student Advisory Council is a brand new student leadership group that was launched this academic year. Meeting for the first time in September, this new group represents students in both graduate and undergraduate programs in the College of Education. The Student Advisory Council features members of current student organizations and is still recruiting COE graduate students to represent their programs and/or departments. This year, the primary goal for COESAC is to assess the needs of current students and student organizations within the College of Education. The first kickoff event, COESAC Connections, was held in November 2015 and was a very successful event.



Left to Right,
Front Row : Gina Bibbo, Ellen Bonitatibus, Deanna Kollar, Megan Pattinson
Back Row : Dr. Rihab Saadeddine, Melissa Calabrese, Olivia Langerhans, Zachery Sminkey, Michael Bornstein

More information will be coming soon. If you're interested in learning more about the College of Education Student Advisory Council, please contact Dr. Rihab Saadeddine at saadeddine@rowan.edu

The following is a list of current COE student organizations that are represented in COESAC:

ASCD (Association for Supervision and Curriculum Development)
Chi Sigma Iota Graduate Students International Counseling Honor's Society
Early Childhood Club
Elementary Education Club
Health and Exercise Science Club
Kappa Delta Pi
National Art Education Association Student Chapter
New Jersey Student Education Association
Student Council for Exceptional Children
Students for Literacy Club

For more information regarding the COE student organizations and club, please visit the following link:

<http://www.rowan.edu/colleges/education/studentOrganizations/>

Faculty/Staff Spotlight

DR. LILI LEVINOWITZ

Dr. Lili Levinowitz is a professor of music education and an international authority on early childhood music. Her passion for promoting childhood learning through music provided a fulfilling opportunity for research during her Spring 2015 sabbatical. Lili's purpose for her sabbatical was to implement an early childhood music and movement program model, *Music Together*, into Early Head Start (EHS) sites in Camden City, NJ. She hoped to test the effectiveness of this model on family engagement and parental involvement through a carefully designed research study.



Music Together is an important initiative to Lili, as she is the Director of Research and co-author of the curriculum model. The purpose of *Music Together* is to provide a music and movement approach to early childhood development for infant, toddler, preschool, and primary elementary children and their parents, teachers, and other primary caregivers.

During the sabbatical, Lili wrote new materials which will be used to support and enhance *Music Together* in subsequent studies for Early Head Start and early childhood school programs that wish to use the program in their curriculum. She also developed and adapted *Music Together* for use in home-based EHS platforms.



Throughout her sabbatical semester in spring and summer of 2015, Lili traveled extensively to 17 cities in the USA, Canada, and China to present workshops on Early Childhood Music and Movement on behalf of *Music Together*. During her travels, she was able to interact with children and early childhood professionals and was able to demonstrate her passion for early childhood music learning through exciting, participation-based demonstration classes.

Music Together sponsors an Annual Conference during the month of May where Lili conducts workshops with Center Directors from around the world who use the *Music Together* curriculum. She described her sabbatical as "rewarding in countless ways." Considering her passion for research in early childhood music, we look forward to seeing what Lili and *Music Together* will produce in the future!

EXCELLENCE IN EDUCATOR PREPARATION

Dr. Lisa Vernon-Dotson,
Associate Dean

Mr. Jason Taubel
Editor

Excellence in Educator Preparation is published twice annually by the Dean's Office in the College of Education in order to highlight the achievements in of faculty, staff, and students in teacher education. We welcome comments and suggestions.

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and inquiries to:**

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Professional Development Schools

We began the year welcoming a new PDS to the COE PDS Network. Bowe School, Glassboro Schools held a banner unveiling to celebrate the new partnership. Our three Bridgeton PDSs (West Avenue, Cherry Street, and Quarter Mile Lane), Holly Glen in Monroe, and Johnstone School in Vineland all held banner unveilings to signify the renewal of the PDS partnerships for the 2015-2016 academic year and beyond.



Bowe School, Glassboro



Holly Glen, Monroe



Johnstone School, Vineland

Bridgeton Schools:

- *West Avenue
- *Quarter Mile Lane
- *Cherry Street
(Ceremony held at
Cherry Street)

