

Glassboro Public Schools

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July 15, 2015

Monika Shealey, Ph.D., Dean
College of Education
Rowan University
201 Mullica Hill Road
Glassboro, NJ 08028

Dear Dr. Shealey:

Because the borough of Glassboro houses both the Glassboro Public School District and the main campus of Rowan University, our proximity has fostered a strong, decades-long partnership that has strengthened both institutions. One recent partnership, the Glassboro High School Science, Technology, Engineering & Math Academy (established in 2013) enables high-achieving Glassboro Senior High School students to earn up to 16 college credits before their graduation from high school. The Rowan Noyce Scholars Program is designed to prepare high-quality teachers from under-represented populations. We support this effort through placement opportunities for teacher candidates' clinical field experiences. Thank you for including us in this proposal.

Sincerely,

A handwritten signature in black ink that reads "Mark J. Silverstein". The signature is written in a cursive style.

Dr. Mark J. Silverstein
Superintendent

MJS/mm

Rowan Noyce Scholars Program Summary

Project Summary: The Rowan Noyce Scholars Program will seek to address the urgent need for a qualified, diverse pool of STEM teachers in Southern New Jersey and the broader region. The program will (a) identify and recruit highly qualified science and math undergraduate students and STEM professionals from traditionally underrepresented populations for scholarships in the MA in STEM program, (b) increase the number of highly qualified STEM teachers in Southern New Jersey and the region, (c) provide undergraduate experiences that will encourage STEM majors to enter teaching, and begin to educate them about teaching, learning and best practices in STEM education (d) study Noyce scholars and share findings with the STEM education research community.

From its beginnings as Glassboro Normal School in 1923, Rowan University has been a center of teacher preparation and professional development and has effectively partnered with regional high-needs districts. Rowan has also shown a commitment to diversity through numerous programs in the College of Education, as well as the University at large. In addition, Rowan has been recognized for its effectiveness with students from low-income backgrounds and its growing undergraduate science, math and engineering programs.

Rowan is well-positioned to use Noyce funding to attract teacher candidates from its existing diverse pool of STEM undergraduates and to build on programs and expertise already in place to prepare and support them as they begin to work in local high-needs districts.

Intellectual Merit: STEM educators, as a group, do not reflect the ethnic and social diversity of the nation as a whole, and research has indicated that this, in turn has contributed to the continued lack of diversity in STEM fields. By studying programs specifically designed to attract and support teacher candidates from underrepresented groups, and by studying the experiences of the scholars these programs are designed to recruit and support, we will be able to gain insight into factors that impede, and factors that support, entry and retention into STEM teaching for these populations, as well as factors that contribute to their effectiveness in the classroom.

Broader Impacts: The Noyce program will enable Rowan to recruit highly qualified candidates who might otherwise, for financial and other reasons, not consider entering teaching. This program will also enable Rowan to more effectively partner with local high needs districts to support new teachers and prospective teachers, especially those from underrepresented groups, as they enter the profession. Our focus on targeting underrepresented groups will contribute to a more diverse population of STEM teachers and help address the need for qualified STEM teachers in South Jersey and beyond. Combining these efforts with the training teacher candidates receive in our MA in STEM Education program and a strong commitment to work in high needs districts, will help address persistent achievement gaps in K-12 math and science between different ethnic and socio-economic groups.