**Application for Mildred Dahne Award**

**Department of Special Education, Language and Literacy, Spring 2012**

NOTE: All information contained in this application is in reference to the past three years, 2009-2012.

The Department of Special Education, Language and Literacy (SELL) is very proud to submit this application for the Mildred Dahne Award. SELL represents a rather unique department at TCNJ, uniting three separate areas of education which serve those students most in need of support: literacy, special education (Teachers of the Handicapped and Teachers of the Deaf and Hard of Hearing) and English as a Second Language. Toward this goal, we prepare educators at the undergraduate and graduate levels (including a post Master’s program to prepare Learning Disabilities Teacher Consultants).

Despite this rather diverse array of programs within one department, we have succeeded in coordinating our programs to support all of our students’ needs. Faculty work together across and within disciplines to ensure that we provide academic excellence and that we prepare outstanding teachers for these challenging fields.

1. **Excellence in Teaching**:

SELL is highly committed to excellence in teaching and to creating leaders in the field of education. Students are encouraged to participate in research and reflection as well as completing the rich and varied learning opportunities provided through coursework. The wide range of our offerings as shown below:

Undergraduate (5-Year Programs)

Special Education

* [Undergraduate/Master of Arts in Teaching in Special Education](http://www.tcnj.edu/~educat/special/special.html)
	+ [Blind/Visually Impaired Specialty Sequence](http://www.tcnj.edu/~educat/bvi/5yearBVI.htm)
* [Communication Disorders Minor](http://www.tcnj.edu/~educat/special/CommunicationMinor.htm)

Deaf/HOH Education

* [Undergraduate/Master of Arts in Teaching in Deaf/HOH Education](http://www.tcnj.edu/~educat/deafed/index.html)
* [Deaf Studies Minor](http://www.tcnj.edu/~educat/deafed/minor.html)

Graduate Programs

Special Education

* [Master of Arts in Teaching (Dual Certification- Special and Elementary Education](http://www.tcnj.edu/~educat/special/SEDD.htm) (SEDD)
* [Master of Education in Special Education -Leads to SPED certification](http://www.tcnj.edu/~educat/special/SEDB.htm) (SEDB)
* [Master of Education in Teaching of the Blind/Visually Impaired](http://www.tcnj.edu/~educat/bvi)
* [Post-Master's Teacher of Students with Disabilities Certificate Program](http://www.tcnj.edu/~educat/special/SEDH.htm) (SEDH)
* [Post-Master's Learning Disabilities Consultant Certificate Program](http://www.tcnj.edu/~educat/special/SEDG.htm) (SEDG)

Reading

* [Master of Education in Reading K–12](http://www.tcnj.edu/~graduate/degrees/EducationalReading.html)
* [Post-Master’s Reading Specialist Certificate Program](http://www.tcnj.edu/~graduate/certificates/ReadingCert.html)

Teaching English as a Second Language

* [Master of Education in Teaching English as a Second Language](http://www.tcnj.edu/~graduate/degrees/ESL.html)
* [Teaching English as a Second Language Certification Program](http://www.tcnj.edu/~graduate/certificates/ESLCert.html)
* [The English as a Second Language Initial Certification Program](http://www.tcnj.edu/~educat/tesl/certification.html)
* [Bilingual Education Certification Program](http://www.tcnj.edu/~graduate/certificates/BiCert.html)

Despite this large number of specialties within one department, our faculty works together cooperatively and effectively to ensure that each of our programs are excellent. Faculty review curriculum, for example, together to ensure coordination and to avoid unnecessary overlapping of course offerings. Classes are designed to address more than one specialty area whenever possible. For example, classes such as RAL 220, SPED 103, SLP 102 and RDLG 571 are taught to multiple majors within our program.

Further, the field of special education is diverse in and of itself, preparing teachers to work within and outside of general education classrooms with students with any of multiple disabilities including autism, cognitive impairments and learning disabilities. We recently redesigned our special education program to address this issue by adding a three course specialty option for special education majors in the five year program. Students may elect to focus in the areas of Severe Disabilities, Literacy Disabilities, Emotional/Behavioral Disabilities or Deaf/Blindness.

Our faculty members have been honored for their expertise and excellence in teaching. For example, Dr. Wong was invited to teach at Temple University, Japan campus (Tokyo & Osaka), as part of their Distinguished Lecturer Series. Her topic was Conversation Analysis and Sequencing Practices.

Student appreciation for the efforts of our faculty was demonstrated when Dr. Rotter received the Sigma Pi Fraternity Teacher of the Year award in 2009 and Dr. Smith received the Outstanding Professor Award, in 2012 from The College of New Jersey, Order of Omega.

Student evaluations of teaching performance have been extremely positive. Dr. Cheeck has received the following and similar commentsL “Dr. Cheek made coming to class and learning a pleasure! He made me think about literacy in new ways!” Dr. Rotter, for example, has received the following and similar comments: “Dr. Rotter is very knowledgeable about what she teaches and presents in a way that we are able to understand. Her passion is transferred to her students and I have never learned more from one individual.” Dr. Rotter’s teaching dispositions scores (items 1-19) on student evaluations over the period of 2007-2010 for all courses she taught was 4.8. Dr. Pancsofar similarly received perfect average scores of 5 on specific items for many of her classes. A sample of those items and classes are:

* *The instructor was responsive to student needs and concerns.* (SLP 102, Spring 2011; SLP 102, Spring 2010)
* *The instructor treated students with respect.* (SLP 102, Spring 2011; SLP 102, Spring 2010; EDUC 513, Fall 2009; SLP 102, Spring 2009; SPE 203, Spring 2009; EDUC 513, Spring 2009; SLP 102, Fall 2008; EDUC 513, Fall 2008)
* *I acquired valuable skills and knowledge in this course.* (SLP 102, Spring 2010)
* *The instructor returned assignments in a timely manner.* (EDUC 513, Fall 2009; EDUC 513, Fall 2008)
* *When relevant, collaborative work with classmates added to my understanding of the course.* (EDUC 513, Fall 2009)
* *The examinations or written work in the course reflected the content and emphasis of the course.* (EDUC 513, Fall 2009)
* *Methods utilized for evaluating student work were fair and appropriate.* (SLP 102, Spring 2011)

Other faculty members have received similar high ratings from our students.

Our faculty is also committed to expanding our curricular offerings through independent studies tailored to meet student’s individual interests and needs. Dr. Nadya Pancsofar, for example, has provided the following undergraduate and graduate courses through this personalized approach:

* Social networking profiles for young adults with disabilities (Spring 2012),
* The S.H.A.P.E Survey: Development and Implementation of a new tool for home-school communication (Spring 2011),
* Creating language-rich preschool classroom environments (Fall 2010), Parent talk and child language development (Fall 2010),
* Intervention techniques for young children with communication delays and disorders (Fall 2010).
* Who is emotionally disturbed? Problematizing the diagnostic category of emotional/behavioral disorder (Spring 2012), Childhood apraxia of speech (Spring 2012),
* Arts education programs for children with disabilities (Spring 2011), Co-teaching experiences of special education teachers in New Jersey (Spring 2011),
* Family literacy activities that support language and literacy development of children from low-income communities (Spring 2011),
* Sociolinguistic development in urban communities (Fall 2010).

Dr. Rao taught an independent study in 2009 which used in-depth interviews and participant observations to this study explores teacher attitudes towards the use of assistive technology in classroom settings. Dr. Rotter is currently teaching an independent study on examining specialized reading approaches in use with students with dyslexia.

Our faculty frequently involves students at both the undergraduate and graduate level in research and service delivery. Several of our faculty members participate in the MUSE program to support students in research, and two of our faculty presented at the 14th Council for Undergraduate Research. Sample topics included: “Problem-solving the unique challenges of undergraduate research” (Pancsofar) and “Watershed Moments in the Autobiographies of Deaf Adults: A Pilot Study (Slobodzian). Dr. Rao mentored our 5th year students to present at the New Jersey Council for Exceptional Children Conference. These conference presentations were an outcome of the research that these students conducted as a part of a graduate research course that she taught that summer. The presentations were:

* Diana, S., Harney, L., Kudrak, V., Reilly, B. & Rao, S. (2010*). Pre-service teachers’ attitudes and dispositions towards inclusive placements of students with disabilities*. Annual conference of the New Jersey Council for Exceptional Children.
* Mcgovern, D., Nowicki, M., Payton, N., Plunkett, C, Shoblock, R., & Rao, S (2010). *Pre-service teachers’ perspectives on best practices.* Annual conference of the New Jersey Council for Exceptional Children.

Additionally, Dr. Blumberg and Dr. Petroff actively involve students in the grant management and delivery process. Currently, they have eight students working on such projects.

SELL faculty actively support other important college teaching initiatives. For example, approximately 50% of our faculty is engaged in the liberal learning / Freshmen Seminar program. This reflects our commitment to teaching and learning beyond preparing teachers. Courses developed and taught include: Being the Change: Analyzing Mentoring Relationships, Normal? Identity and Difference, The Cultural Phenomenon of Harry Potter, Human Abilities: Unplugged, Ability and Dis/Ability: Deconstructing and disrupting the social and cultural gaze. Dr. Speaker was awarded the Superior Teaching Award in the First Seminar Program the first time she taught her course on Harry Potter.

SELL faculty also support the global initiatives of the college. Department faculty provides strong and consistent support in the Global Teaching programs across the world. Our faculty members regularly teach in Cairo, Egypt, Beijing, China, Bangkok, Thailand, Johannesburg, South Africa and Palma de Mallorca, Spain.

Faculty also work to engage students with appropriate outside organizations. Dr. Speaker, as a member of the Garden State Storytellers League, brings the members of that group into contact with our students at TCNJ. She provides classroom opportunities for interaction between the professional storytellers of the league and the college storytellers at TCNJ. She also coordinates TCNJ student appearances at events sponsored by the Garden State League.

To enhance the learning experiences of the special education students in our five year program, Dr. Rotter has established a cooperative tutoring practicum in Orton Gillingham literacy instruction with the Bridge Academy, a private school serving students with severe reading and writing disabilities. Bridge Academy is the only school in New Jersey with full approval by the Orton Gillingham Academy and as such provides our students with a unique skill set through the tutoring program associated with SPED 609.

Our ESL program is most proud of those graduates who are pursuing or who have completed their doctoral studies on completion of our program. These students include graduates who are working on their Ph.D.’s (Tim, Hall, Columbia University; Phyllis DeAngelis, Seton Hall University; Suihua Zhao, Lehigh University; Sinem Yucel, Indiana University of Pennsylvania; Laura Kennedy, Virginia Commonwealth University; and Yi-Ju Lai, University of Minnesota). Among the students who have gone on to complete their Ph.D.’s are Kim Chunyong, Temple University; Karen Hendershot, Lehigh University; Stuart Carroll, Syracuse University; Daphne Hobson, Columbia University; and Eunice Rebullida, a university in Philippines.

Finally, faculty members serve as advisors to the student organizations in our field which are designed to enrich and enhance the learning experience. The Council for Exceptional Children (CEC) provides Friendship Days, social events for persons with disabilities in the surrounding community to interact with our college students and also provides Inclusive Playgroups for young students with disabilities to interact with typical peers. CEC also sponsored last year’s successful Autism Awareness week and will do so again this year.

The Deaf and Hearing Connection has been extremely active in providing experiences for our overall college community designed to help them understand the deaf community and student needs culminating this year with an upcoming visit by Marlee Matlin this spring. The organization planned and delivered a screening of “See What I’m Saying” this past fall with members of the documentary attending the presentation and providing commentary afterward. In the spring of 2011, the Deaf and Hearing Connection organized Deaf Awareness Day on campus with a presentation by the National Theater of the Deaf and a panel of deaf students who discussed their personal experiences with deafness. The Deaf and Hearing Connection organization was honored in 2009 with the Adviser of the Year and Excellence in Advocacy awards for their continued outstanding work.

1. **Academic Excellence**:

Our faculty is highly committed to scholarly activity. First and foremost, faculty members have published widely in respected books and peer reviewed journals. A sample of these publications follows:

Wong, J., & Waring, H.Z. (2010). Conversation analysis and second language pedagogy, New York: Routledge.

NOTE: This text was on three of Amazon's best sellers lists in Dec. 2010 and 2011. In Dec. 2010 it was #5 on one list and in Feb. 2011 it was #9. The book is used world-wide in many TESOL/Applied Linguistics programs, undergrad and grad level courses.

 Bailes, C., Searls, S., Slobodzian, J., & Staton, J. (1986). *It’s Your Turn Now! Using Dialogue Journals with Deaf Students*. Gallaudet University Press (Pre-College Programs), Washington, DC.

NOTE: Although this book was published over twenty years ago, it is listed in the current 2009 catalog from The Laurent Clerc National Deaf Education Center and is on the shelves at the Gallaudet University bookstore. Copies of this book continue to be sold nationally and internationally to this day.

Wong, J. *Conversation Analysis and Second Language Pedagogy* by Routledge. (2011).

Wong, J., & Waring, H.Z. (2010). *Conversation analysis and second language pedagogy*, New York: Routledge.

Dell, A.G., Newton, D.A., Petroff, J.G. (2012). Assistive Technology in the Classroom: Enhancing the school experiences of students with disabilities. 2nd Edition: New Jersey: Pearson Education Inc.

Dell, A. G., Newton, D. A., and Petroff, J G. (2011). Uses of Technology in Early Intervention. In C.J. Groarck (Series Ed.) and S. Maude (Vol.Ed.), Early Childhood Intervention: Shaping the future for children with special needs and their families, three volumes: Vol. 2. Santa Barbara, CA.

Petroff, J. G. (2010). A national transition follow-up study of youth with deaf-blindness: Revisited. *AER Journal Research and Practice in Visual Impairment and Blindness, 3*, 132-138.

Speaker, K.M. & Petersen, G. (2007). School Violence and Adolescent Suicide: Strategies for effective intervention. In M. Drysdale (Ed.), *Taking sides: Clashing views in adolescence* (pp. 331-338).

Carrol, S.Z., Petroff, J.G. , Blumberg, R. (2009). The impact of a college course where pre-service teachers and peers with intellectual disabilities study together. Teacher Education and Special Education12(4) 351-364. Council for Exceptional Children. Sage Publications

Strassman, B.K., MacDonald, H. &Wanko, L. (2010). Using Captioned Media as Mentor ExpositoryTexts. The Reading Teacher, 64, (3), 197-201.

Rao, S. & Petroff, J. (2011). “He is more like us, looking for a person to date and eventually share his life with”: Perspectives of undergraduate students on being a member of a circle of support. *Disability and Society, 26*(4), 463-475.

Petroff, J. G. (2009). Commitment to learning and development. Wish fulfilling justice: Creating

residential supports with HomeBuilders, (27), HomeBuilders Publication. New York, NY.

Zambone, A. & Petroff, J.G. (2009). Chapter 2: Transition Issues for Students with Sensory

Impairments. In Griffin-Shirley, N., Davidson, R., Shaughnessy, M., Laman, E., & Lechtenberger, D. A.

 Slobodzian, J. T. (2011). A cross-cultural study: Deaf students in a public mainstream school setting. *International Journal of Inclusive Education, 15*(6), 649-666.

 Slobodzian, J. T. (2009). Film and video technology: Issues of access for hard of hearing and deaf students. *Journal of Special Education Technology, 24*(4), 47-53.

 Slobodzian, J. T. (2009). The devil is in the details: Issues of exclusion in an inclusive educational environment. *Ethnography and Education*, 4(2), 181-195.

Wong, J. & Waring, H.Z. (2009). "Very good" as a teacher response. *ELT Journal 63*(3), 195-203.

 Pancsofar, N., Vernon-Feagans, L., and The Family Life Project Investigators (2010). Fathers’ early contributions to children’s language development in families from low-income rural communities. *Early Childhood Research Quarterly, 25,* 450-463.

Rotter, K.M. (2009). Enhancing Memory in Your Students: COMPOSE Yourself! TEACHING Exceptional Children / TEACHING Exceptional Children Plus. <http://escholarship.bc.edu/education/tecplus/vol5/iss3/art4>

Additionally, Dr. Rao is currently working on a book *Rao, S. & Kalyanpur, M. (Eds.). (completion date-1/1/2013 ). South Asia and Disability Studies: Redefining boundaries and extending horizons*. New York, New York: Peter Lang. This book presents the reader with a comprehensive view of the construction of disability in South Asia focusing on the experiences of people with disabilities and their families and the analysis of disabling barriers such as poverty, caste, and other inequities.

1. **Department Impact:**

Our department impact can be measured in several ways: grants, college leadership and support of local schools and state organizations,

Our faculty members have been extremely successful in obtaining significant monies to support innovative programs in a wide variety of areas through grants as shown in the chart below. These grants, while primarily designed to serve persons with disabilities, have added greatly to our research and teaching capabilities as well as adding depth and richness of our students’ learning experiences. Our students, the community and the college benefit significantly from each of these projects.

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| --- | --- | --- | --- |
| **Funding Agency** | **Date** | **Amount** | **Project/Purpose** |
| Federal Professional Development Grant | 2011 | $2,000,000 | *To build a team of highly qualified professionals to help English language learners* |
| NJ Commission for the Blind & Visually Impaired | 7/11-6/12(renewable) | $366,000 | *Central NJ Assistive Technology Program for Blind/Visually Impaired* |
| US Dept of Education, Office of Post-Secondary Education | 10/10-9/15 | $1,280,969 | *Transition Program for Students with Intellectual Disabilities* |
| US Dept of Education, Office of Special Education & Rehabilitation Services | 10/08 –9/13 | $1,340,430 | *NJ Consortium on Deaf-Blindness*Statewide project to provide outreach and technical assistance to NJ’s children ages birth to 21 who are deaf-blind. |
| NJ Commission on Higher Education | 7/99 – 6/10 | $1,610,000 | *Adaptive Technology Center for NJ Colleges:* Provides equipment loans, training & technical assistance to all NJ colleges to support college students with disabilities |
| NJ Commission for the Blind & Visually Impaired | 5/10-4/11 | $206,034 | *Work Skills Prep Program at TCNJ*Residential summer camp program to improve work skills of 20 students who are blind/visually impaired and have multiple disabilities |
| NJ Commission for the Blind & Visually Impaired | 7/06 – 6/09 | $580,568 | *Development & Implementation of a Teacher of the Blind/Visually Impaired Program at TCNJ* |
| NJ Council on Developmental Disabilities | 2007 – 2009 | $88,080 | *Promoting College for Youth with Developmental Disabilities* Statewide project to further the intellectual, social, and career development of students with intellectual disabilities  |
| National Down Syndrome Society | 2005-2008 | $151,619 | *Transition and Post-Secondary Education Program for People with Intellectual Disabilities* Funding to establish Career & Community Studies, a college-based, liberal studies program for students with intellectual disabilities |
| NJ Department of Education, Office of Special Education | 9/08 – 6/09 | $142,000$72,320 | *SCPI: Sign Communication Proficiency Interview* Funding to establish a Sign Language Assessment Center at TCNJ to ensure that NJ’s teachers of the deaf are proficient in sign language, as mandated by the state’s revised teacher licensing code. |

Faculty also presented at numerous international, national and regional conferences as well as web seminars including:

Wong, J. (2010, July) *The coming of age of conversation analysis and applied linguistics*. Opening Plenary Address at the 18th Pragmatics and Language Learning conference in Kobe, Japan.

Rao, S. (2011).*Representations of disability in contemporary Bollywood films: Body, boundaries, identity, and belonging*. Paper presented at the Minnesota Symposium on Disability Studies, University of Minnesota, Minnesota.

Rao, S. (2009). *Perspectives of Indian American families of youth with disabilities on transitioning from school to post school environments*. Presentation at the 30th Annual International Conference-Building on abilities: Promoting person-centered programs and policies in developmental disabilities and learning disabilities, National Institute for People with Disabilities, New York City, NY.

Speaker, K. (2012, April) *Diversity Unplugged: Disability in Children’s Literature.* Presentation at the 33rd Annual International Conference on Developmental and Learning Disabilities. New York, New York.

Speaker, K. (2011, May). *Storytelling in the Classroom: Diversity Unplugged.*  Presentation at t he 56th Annual Conventional of the International Reading Association (IRA). Orlando, FL

Speaker, K. (2010, November). *The Representation of Disability in Children’s Literature: Diversity Unplugged.* International Conference of Education, Research and Innovation. Madrid, Spain.

Speaker, K. (2009, January). *Harry Potter: An Impact on Cultural Literacy?* Research Presentation at the Hawaii International Conference on Education. Honolulu, HI. *Accepted but declined to attend.*

Speaker, K. (2009, May). *Classroom Storytelling: Once Upon a Time Vocabulary Improved.*  Workshop presentation at the 54th Annual Convention of the International Reading Association (IRA). Minneapolis, MN.

Rotter: “Enhancing Student Participation in the IEP Process,” Council for Educational Diagnosticians National Topical Conference, San Antonio, Texas, 10/22/2010. Audience: Educational diagnosticians.

Rotter: “Executive Processing Deficits” –International Association of Special Education, Alicante, Spain, 7/12/09.

Rotter: “Functional Assessment of Disorders of Written Expression” – Presentation at the Council for Educational Diagnosticians National Topical Conference, Philadelphia, Pennsylvania, 10/30/09. Audience: Educational diagnosticians.

Rotter: “Enhancing Student Participation in the IEP Process,” Council for Educational Diagnosticians National Topical Conference, San Antonio, Texas, 10/22/2010. Audience: Educational diagnosticians

Rotter: “Multicultural Assessment,” Council for Educational Diagnosticians National Topical Conference, Kansas City, Missouri, 10/21/11.

Pancsofar: Instructor Webinar Series: Faculty Share Their Tips and Experiences Using CONNECT Modules, sponsored by the Center to Mobilize Early Childhood Knowledge and the National Association for the Education of Young Children. February 4, 2011.

Pancsofar, N., Odom, E., Vernon-Feagans, L., & The Family Life Project Investigators (2011, April). *Family Activities in Families with Young Children from Low-income Rural Communities*. Poster presented at the biennial meeting of the Society for Research in Child Development in Montreal, Canada.

Vernon-Feagans, L., Pancsofar, N., & Erica Odom (2009, April). *The unique and shared vocabulary of mothers and fathers in talking to their infants: Prediction to children’s later language*. Poster presented at the biennial meeting of the Society for Research in Child Development in Denver, CO.

Minervini, G., & Pancsofar, N. (2011, April). *Exploring ambiguities with collaborative teaching experiences of educators: A pilot study*. Poster presented at the annual meeting of the New Jersey Council of Exceptional Children in Absecon, N.J.

Pancsofar, N., Odom, E., Vernon-Feagans, L., & The Family Life Project Investigators. (2010, April). *Associations between father work experiences and father vocabulary to infants in African American families.* Paper presented at the biennial meeting of the Conference on Human Development in New York City, NY.

Petroff, J.G. (July 3, 2011). Listening to the Voices of your Children. National Parents of Blind Children Organization at the National Federal for the Blind Annual Conference, Orlando, FL.

Petroff, J.G. (June 25, 2011). IsoDicentric 15 IDEAS International Conference. Advocating for Your Child. Philadelphia, PA.

Petroff, J.G. and Godorov, L. (February 13-16, 2011). Viewing Corpsmembers’ Challenging Behaviors in a New Way. Focus on Impact: 2011 Annual Corps Forum. Washington D.C.

Petroff, J.G. and Godorov, L. (February 13-16, 2011). Supporting an Inclusive Corps Project - Why you should do it and Where to find funding. Focus on Impact: 2011 Annual Corps Forum. Washington D.C.

Petroff, J.G. (July, 2010). Behavior Support for Children who are Blind or Visually Impaired. National Parents of Blind Children Organization at the National Federal for the Blind Annual Conference, Dallas, TX.

Petroff, J.G., Smith, A, and Stetler, B. (December 8-10, 2010). Professional Leadership PATHs for Students with Extensive Support Needs. Embracing Difference...It’s Time. TASH 35th Annual Conference. Denver, CO.

Slobodzian, J. T. (February 26, 2011). *Fostering a Reflective and Reflexive Pedagogical Approach to Teaching among Preservice Teacher Candidates*. 32nd Annual Ethnography In Education Research Forum, Philadelphia, Pennsylvania.

Slobodzian, J. T. (July19, 2010). *Fostering Recognition and Reflection of Best Practices with Pre-Service Teachers*. Twenty-First International Congress on Education of the Deaf, Vancouver, British Columbia.

 Morton, D., & Slobodzian, J. T. (February 25, 2012). *Fostering Recognition and Reflection of Best Practices with Pre-Service Teachers*. Annual Meeting of the Eastern Sociological Society, New York City, New York.

 Slobodzian, J. T. (February 26, 2011). *Fostering a Reflective and Reflexive Pedagogical Approach to Teaching among Preservice Teacher Candidates*. 32nd Annual Ethnography In Education Research Forum, Philadelphia, Pennsylvania.

 Slobodzian, J. T. (October 30, 2009). *Extending the Classroom Walls: Using Direct Contact Experience Assignments to Foster Linguistic Growth and Encourage Cross-Cultural Understandings*. Fifth National Professional Development Conference of the ASLTA, Phoenix, Arizona.

 Slobodzian, J. T., Senko, L. (February 27, 2009). *Identity Construction of Elementary Students Who Are Hard of Hearing and Reality: Issues of Exclusion in an Inclusive Educational Environment*. 30th Annual Ethnography In Education Research Forum, Philadelphia, Pennsylvania.

Further, our department places a high priority on participation in college, school and department committees to support learning. Fourteen faculty members currently serve on college wide committees including the Faculty Senate, GPC, Sabbaticals and Liberal Learning. Several individuals serve on more than one of these committees. Six faculty members serve on School of Education committees including the Grievance committee, Academic Affairs and the School of Education Assessment committee. Fifteen of our faculty members currently serve on SELL Committees which include: Personnel/Promotions, Curriculum, Grievance, and the Celebration of Student Achievement. Committee service has been steady at this high level of commitment over the past as well.

SELL faculty frequently participates in cross disciplinary planning and development. The most recent example of this effort is Dr. Pancsofar’s work with the Department of Early Childhood Development on the design of a new 5-year program in Early Childhood Special Education (2010-2012).

Our faculty also works with other universities across the country. Dr. Pancsofar, for example, has served as a consultant to the prestigious Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill (2008-2011).

Our impact extends to statewide and local communities as well, with faculty providing training and support to organizations and schools. Two excellent examples are shown below:

Jean Wong has established and provided continued support to the ESL Adopt-A-Student Tutoring Program: This program began spring 2011 at Carroll Robbins School in Trenton and has been running since then, each semester as part of ESLM 525, ESLM 577 and ESLM 579. This year the program has been expanded to include a component to help parents of refugee ESL children. Other sites in addition to Robbins that began in fall 2011 and that are still in operation include: Washington School (Trenton), Parkway School (Ewing), and Dunn Middle School (Trenton).

Dr. Anthony developed an after school tutoring program at Stokes School in Trenton. For her years of service, she was honored by the Trenton Public Education Foundation (May 2010) as being an individual who had been “keys in opening the doors of opportunity” for students within the Trenton Schools.

SELL staff also provide support to local school districts with regard to legal issues that often arise in the field of special education. For example, Dr. Rotter has provided support through her expert witness work in special education due process hearings to more than ten districts over the past four years.

Faculty members also provide training and support for school districts and organizations in New Jersey/New York area such as the following presentations:

“Maximizing the Success of GT Students with Learning Disabilities”, New Jersey Association for Gifted Children 18th Annual State Conference, 2/26/09.

“The Role of the Speech Language Specialist in the Response to Intervention Model”, Morris County Speech and Hearing Association, 5/19/09.

 “Using Graphic Organizers to Support Pupils with Learning Disabilities”, Raritan Valley Community College Faculty presentation, 9/22/09.

“Compliant and Cost Effective Implementation of Special Education Law for Child Study Team members and Related Service Providers”, Vernon Township Schools, 10/12/09.

“Response to Intervention for Child Study Teams”, West New York Special Services, 10/21/09.

“Social Network Development for Students with Extensive Support Needs” - 2-Day Series. New Jersey Department of Education, Office of Special Education Programs. Jan - May, 2011

“Supporting Students in Schools that Feel Right. Beyond Inclusion: Tools and Strategies for Including Diverse Learners”. Temple University Institute on Disabilities and College of Education. July 26-28, 2010

“Early Communication Development for Students with Extensive Support Needs” - 2-Day Series. New Jersey Department of Education, Office of Special Education Programs. Jan - May, 2010

 “Sustaining the Strength and Courage to Support”. Job Path, Inc. New York, New York. October 15, Keynote Speaker, 2010

“Discovering the Voice for Ourselves and Others: The Relationship between Self-Determination and Our Behavior”. Job Path, New York, NY October 15, 2010.

“Exploring ambiguities with collaborative teaching experiences of educators: A pilot study”. Poster presented at the annual meeting of the New Jersey Council of Exceptional Children in Absecon, N.J. April, 2011.

“Reaching the Student with NET (Students with Need for Extraordinary Teachers!)” Keynote presentation opening day, Redbank Regional High School, 9/2/09.

1. **Creativity and Innovation:**

While individual faculty members certainly engage in creative and innovative teaching in all of their classes, for the purposes of this application we have chosen to focus on our four most innovative centers: The College and Career Studies (CCS), The Center for Assistive Technology and Inclusive Education Studies (CATIES), The Center for Sensory and Complex Disabilities (CSCD) and our new Autism Center.

Members of our faculty created the College and Career Studies (CCS) program, one of the most exciting efforts in special education today and one of the first of its kind in the country. The CCS is a college-based, liberal studies program designed to prepare students (ages 18-25) for adult life through academic rigor, career discovery and preparation and peer socialization as part of a diverse community of learners. Students wanting to be considered for this program must present a disability that is characterized by significant limitations both in intellectual functioning and in adaptive behavior, seeking a post-secondary experience on a college campus and requires a strong system of supports. This program not only provides opportunities for young adults with disabilities who would not typically had the benefit for a college education but it also provides our non-disabled students on campus with many opportunities to interact in a natural setting with these young adults. CCS provides opportunities for mentoring by our non-disabled students as well as some employment opportunities for the most dedicated and talented of these mentors. Additionally, the integration of the CCS students into typical college classes enriches our teaching and the learning experiences of others in those classes.

The Center for Assistive Technology and Inclusive Education Studies, under the direction of Amy Dell, is a research and service initiative of The College of New Jersey’s School of Education. It is dedicated to improving the educational experiences of children with disabilities by linking faculty and staff expertise in cutting edge technology with the needs of New Jersey’s educational community. CATIES serves schools, college and adults through its multiple projects including the NJ Alternate Format Center and The Adaptive Technology Center. The Center provides assistive technology evaluations and augmentative communication evaluations, as well as providing technical assistance to the community. The Adaptive Technology Center for New Jersey Colleges increases opportunities for New Jersey college students who have disabilities to meet the academic demands of college by providing access to appropriate technology tools.

The Center for Sensory and Complex Disabilities (CSCD): Research and Training under the direction of Dr. Petroff. The Center focuses on conducting research, professional development and the creation/promotion of professional practices relative to the education, habilitation and support of individuals with varying degrees of vision and/or hearing loss or those individual considered low incidence. In partnership with a variety of state/federal agencies, non-profit organizations and local school districts, the Center professional staff members engage in various projects and provide expert consultation and technical assistance.

Finally, Dr. Richard Blumberg is currently developing a cutting edge Center on Autism which will begin operation shortly.

1. **Service to the Profession**

SELL faculty believes in supporting the publication and use of research based practices. Toward this end, faculty members serve as reviewers for relevant journals in a wide variety of peer reviewed journals. Dr. Petroff serves as a reviewer for the *Journal on Visual Blindness and Visual Impairment.* Dr. Rotter has provided reviews for the *National Association of Secondary School Principals*. Dr. Rao serves as a reviewer for *International Journal of Disability, Development and Education and Teaching Exceptional Children.* Dr. Pancsofar is a reviewer for *Child and Infant Development* as well as *Early Childhood Research Quarterly*, the *Journal of Educational and Developmental Psychology, and Journal of Speech, Language, and Hearing Research.* Dr. Speaker serves as a reviewer for Reading Matrix: An International Online Journal.