Growing Your Own: Strategic Partnerships between District and University

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Challenges and Opportunities

We are all experiencing a critical shortage of Bilingual and ESL teachers while there are...

Bilingual teachers without ESL or bilingual teaching endorsements

World Language teachers experiencing job insecurity due to budget fluctuations

Mainstream teachers who need to understand and respond to the needs of ELLs
Vineland Public Schools was experiencing:

- Need for qualified bilingual teachers given rising numbers of ELL students
- Desire for further learning about ELL strategies built through Sheltered Instruction training throughout district
- Demands on mainstream teachers to meet the needs of all learners for their SGO/SGPs
- Potential loss of World Language positions making additional certifications more attractive
Response: Win-Win Stockton/VPS Partnership

Classes offered on site at the VPS Board Office with sufficient demand (online cohort if not) for VPS and area teachers.

Hybrid format with meetings every other Wednesday to allow teachers to fit the program into their schedules.

Tuition at slightly reduced rate if a hybrid cohort could be established.

Scheduling which allowed teachers to take maximum advantage of tuition reimbursement policy.

ESL/BE endorsement course sequence could be incorporated into MAED.
Benefits of Partnership

Teachers could:

- Meet and collaborate with colleagues at VPS and surrounding districts
- Discuss and brainstorm how to meet specific needs of districts and schools
- Receive guidance from Dr. Negrin who made herself available and visited classes
- Make direct application of academic material to classroom teaching
Collaboration: Key to Partnership

Initial discussions between Dr. Negrin and Dr. Spitzer

Stockton came to VPS for an information session

Students signed up for courses

Courses specifically designed to meet the needs of students in the cohort

Integration of class material into classroom teaching was emphasized

Access to both professor and supervisor concurrently
Theory to Practice: Improved Student Outcomes

Theory:
Academic courses

Practice:
Job related applications
The Results: the District Perspective

VPS teachers became eligible for endorsement in ESL and/or Bilingual Education (including four World Languages teachers)

Non-VPS teachers in the cohort became potential job candidates for VPS

VPS Educational Assistant (who had teacher certification) became a potential job candidate

VPS currently not experiencing a shortage of qualified applicants

Newly endorsed bilingual teachers hired in VPS as long-term substitutes
The Results: the University Perspective

Collaborative partnership modeled by completion and success of cohort

ESL and BE endorsement completers eligible for teaching positions

ESL and BE endorsement completers become potential MAED candidates

Stronger relationship established with a local district

Model for future university/district partnerships
Thank you for coming!

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