

# MASTER OF ARTS IN EDUCATION

## ANNUAL REPORT

ACADEMIC YEAR 2009-2010

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The academic year 2009-2010 marks the sixth year of operation for Stockton's Master of Arts in Education Program (MAED). In this report, I will outline the goals and achievements met by the program during the academic year and look towards future directions for the MAED program.

### **Progress Towards Goals Outlined in the 2008-2009 Annual Report**

*Goal #1: Implementation of newly approved programs (Educational Leadership, Learning Disabilities Teacher Consultant, Social Studies, ESL/Bilingual/Bicultural)*

One goal for the 2009-2010 school year was the implementation of new endorsement programs within the MAED program, specifically Educational Leadership, Learning Disabilities Teacher Consultant, Social Studies, and ESL/Bilingual/Bicultural. During the 2009-2010 school year, the LDTTC program and ESL/Bilingual/Bicultural program began. Two courses were offered toward the LDTTC program and four ESL/Bilingual/Bicultural courses were offered during Fall, 2009 and Spring, 2010.

Initially we had planned to offer the Educational Leadership endorsements as part of the MAED program. However, much consideration, we decided instead to seek further internal and external approvals and create a new program, Master of Arts in Educational Leadership (MAEL). We successfully completed all necessary approvals during the 2009-2010 academic year. Under the leadership of Dr. Joe Marchetti, the MAEL program will begin in Fall, 2010.

In September, 2009, the NJDOE adopted a new set of Social Studies standards. The 2009 version of the standards differed greatly from the previous set of standards. As a result we examined our proposed Social Studies program. We found greater alignment of course objectives to the new standards were needed in order to meet the needs of our community teachers. Therefore, we are in the process of revising the proposed Social Studies track for 2011.

*Goal #2: Collection of Assessment Data*

As part of our efforts to address the TEAC stipulation, last year we set the goal to establish validity and reliability of the instruments used as part of the assessment system. Specifically, we set the goal to work to establish inter rater reliability in the

assessing of student artifacts and partner with The School of Graduate Studies to collect admissions data. We have been very successful in meeting this goal this past year.

During the 2009-2010 school year, the faculty and staff worked specifically to establish inter-rater reliability for assessing teaching performance using Domains 2 & 3 of the Danielson Framework. According to Danielson, "This is principally a training issue; for individuals to make similar independent judgments, they must operate from a common vision and similar definitions of the evaluation criteria." Therefore, initially, all faculty members were trained on using the Danielson framework to score teaching videos. Inter rater reliability was established through scoring of videos of sample teaching events. The entire faculty and staff worked together viewing sample videos and individually scored and normed our responses. Benchmark videos were identified and used for training of student teacher supervisors in the undergrad program. Finally, the 2009-2010 program completers for the MAED program's videos were assessed by at least three faculty/staff members from the School of Education.

In addition, with the help of the School of Graduate Studies, admission data for the Fall, 2009 applicants and the Spring, 2010 applicants were collected and analyzed. As a result an admissions rubric has been created based upon the data information. The admissions rubric will be used with the Fall, 2010 applicants.

### *Goal #3: Develop an Alumni Survey*

During Spring, 2010 we launched an alumni survey to receive feedback on our program. Sixty-seven graduates were sent surveys. Twenty six graduates responded. The results from the alumni survey will be used as part of our assessment system.

### *Goal #4: Successfully establish and launch new cohorts: Atlantic City, Bridgeton, and Lower Township*

Three new cohorts began in September, 2009. A cohort in ESL students began for teachers in the Bridgeton School District. A P-3 cohort began in Lower Township School District, and a math cohort began in Atlantic City School District. Faculty and staff members, including AmyBeth Glass from Graduate Studies met with administrators, adjuncts, and students in preparation for the cohorts. During the 2009-2010 school year, we worked closely with the three districts to ensure the successful launching of the cohorts. All three cohorts will continue in the 2010-2011 academic year.

a. Trends in enrollment and number of students (FTE and HDCT)

Enrollment Report by FTE

	2008	2009	2010
MAED	42.1	42.5	52.3
Special Education Endorsement	6.3	5.8	5.8
Supervisor Endorsement	3.5	5.8	9.3
Bilingual/Bicultural/ESL Endorsement			3.0*
LDTC Endorsement			3.5*
Preschool-Grade 3 Endorsement			4.8*

Enrollment Report by Headcount

	2008	2009	2010
MAED	121	118	154
Special Education Endorsement	19	15	16
Supervisor Endorsement	12	21	32
Bilingual/Bicultural/ESL Endorsement			13*
LDTC Endorsement			13*
Preschool-Grade 3 Endorsement			11*

\*Endorsements began in 2009-2010.

**b. Student recruitment efforts.**

As new programs have been developed, efforts have been made to advertise for the new programs. All new programs are listed on The School of Graduate Studies and The School of Education websites. MAED faculty members participated in two Graduate Studies New Student and Non-matriculated student orientations.

In addition, faculty members have actively pursued the establishment of cohorts in school districts.

- c. Research/Scholarly Activity – You can list specific faculty if you'd like, but a productivity summary by category is fine: total number of peer-reviewed articles, total number of book chapters, books, reviews, presentations, grants, etc.**

The following provides an overview of the scholarly activity for the MAED faculty for 2008-2009:

Peer Reviewed Journals: 4

Book Chapters: 1

Edited Book:

National and International Presentations: 13

- d. Student Development/Achievement/Engagement – honors and honor societies, clubs and organizations, activities to connect students and faculty, special recognition of students, etc.; which students had a position or played a role in the new Graduate Student Council?**

In December, 2009, Mallory Panatleo received the MAED Faculty Book Award. In May, 2010, three students, Charlise DeHorsey, Joseph Krrywda, and Amy Jolley received Program Distinction.

- e. Capstone Projects and Theses: provide a list of student names, capstone/thesis titles.**

Twenty-nine MAED students completed their Capstone projects during the 2009-2010 school year.

**Tom Achey** Improving Writing in High School Science With Student Differentiated, Teacher-Provided Modifications

**Carla Block- Ropiecki** Utilizing Math Stations in Middle School to Reduce Math Anxiety and Improve Student Outcomes

**Alyson Carroll** Use of Video Modeling to Improve Communication of Pre-Kindergarten Students

**Charlsie DeHorsey** Increasing Student Understanding and Knowledge of Financial Literacy

**Jamie Doto** Taking Over a Third Grade Classroom Mid-Year: My Journey

**Randi Gupton** Let's Get Organized: A Study of the Effectiveness of Graphic Organizers on Sixth Grade LD Students

**Kyle M. Herman** How Does the Use of Clickers Help Improve Formative Assessment?

**Jeannine Holt** The Effect of an Interactive Whiteboard in A 7th Grade Resource Math Class on Word Problem Comprehension

**Mary Beth Hurchik** The Effect of Using a Multi-Modality Approach to Teaching High Frequency Words

**Jose Jacobo** Increasing Teacher Collaboration in Co-Teaching Teams Through Co-planning

**Amy Jolley** The Effects of Reciprocal Teaching on Improving Narrative Comprehension Skills of Students With Learning Disabilities

**Joseph Krrywda** The Impact of Graphic Organizers on the Expository Reading Comprehension of Junior High School Students

**Pamela Lawler** To What Extent Do Secondary Students With Learning Disabilities Improve Their Writing through the Use of a Note-Taking Strategy

**Joseph Lucchio** How to Calculate a Successful Inclusion Math Class

**Regina Ludmer** Examining Small Reading Groups During Scripted Reading Programs

**Michael Mannion** Building Student Autonomy to Enhance College Readiness

**Krystal Miller** The Effect of Graphic Organizers on Expository Text Comprehension

**Susan Pohle** How Effective Will Google Applications for Educators be on Increasing the Quality and Quantity of Writing with Middle School Students?

**Charles Powell** Cooperative Learning Groups: Real World Applications

**Brian Priest** To What Extent Does Ninth Grade English Acquisition Improve with Multi-paragraph and Descriptive Writing Teaching Strategies

**Karin Procaccino** Improving Writing Skills Through the Use Of Writing Frames

**Trisha Rotellini** Real Life Scenarios in Mathematics

**Erica Schaffer** Implementing Creative Movement in a Self-contained Elementary Classroom

**Lori Sefcik** Cooperative Learning Groups: Exploring The Effectiveness in a Middle School Science Classroom

**Erin Smith** Story Mapping and its Effects on Reading Comprehension

**Kimberly Stasuk** Differentiating Mathematics and Incorporating Hands on Learning

**Linda Stiteler** Persuasive Writing and Graphic Organizers For 8th Graders

**Laura Tomlin** Implementation of a Learner Centered Literacy Program at the Kindergarten Grade Level

**Pam Wilson** Technology in the Classroom

#### **f. Outreach/Community Service.**

##### *Conference Presentations*

Under the leadership of Dr. Norma Blecker, six MAED students presented their action research projects at the New Jersey Council for Exceptional Children.

Dr. Rita Mulholland served on the program committee running an International Special Education Conference in Riga, Latvia.

##### *Atlantic City School District Initiatives*

Exciting initiatives by faculty in the School of Education has led to a strong partnership between Stockton College and the Atlantic City School District. Dr. John Quinn has had a long history of fostering collaborations between the MAED program and the AC School District. He has established MAED cohorts in math that are taught by the faculty of the MAED program. Under the leadership of Dr. Reva Curry, The Stockton Center for Community Schools works with public schools in creating positive change for students, teachers, and staff, as well as its neighborhoods and communities. The Stockton Center for Community Schools is housed in the School of Education. Dr. Curry's work furthers the possibilities for on-going collaboration, started by John Quinn, between the School of Education and the Atlantic City School District.

**g. Faculty recruitment efforts (if any).**

During the 2009-2010 academic year, one faculty search was conducted. As a result of the search, Jeremy Ervin was hired. Dr. Ervin has a strong science education background and will be a great asset to the MAED science track. His faculty assignment will begin September, 2010. Dr. Ron Tinsley chaired the search committee. Other members of the search committee included Drs. Shelley Myers, Ron Caro, Kim Lebak, and Mr. Andre Joyner.

**h. Assessment activities. Please describe what you have accomplished and where you stand in your assessment plans (student learning outcomes, etc.).**

The MAED program's goal mission is to develop master teachers whose expertise lies both in their knowledge base and in their ability to utilize that knowledge base to inform and reflect upon their practice. As such the MAED program assessment system is designed to assess how our graduates have developed and converted pedagogical content knowledge into instruction and their ability to be reflective practitioners. The theoretical foundation for the assessment system is Danielson's Framework for Teaching and reflective practice.

Danielson's *Framework for Teaching* identifies what effective teachers know and do, provides a common language for describing and discussing excellence in teaching and learning. Danielson's *Framework for Teaching* is based upon empirical research and aligns with NBPTS and ETS assessments such as Praxis III and Pathwise. Furthermore, several area school districts have adopted *The Framework for Teaching* as their evaluation system.

In May, 2008, the faculty of the MAED program adopted revisions to the claims we make regarding our students learning outcomes upon graduation of the MAED program. The following claims were adopted.

- 1) Our graduates demonstrate proficiency in pedagogical content knowledge in their teaching.
- 2) Our graduates demonstrate the ability to convert pedagogical content knowledge into instruction that helps students meet the NJCCCS.
- 3) Our graduates have developed as caring professionals who practice reflective teaching.

The claims will be measured using multiple assessment measures. Our assessment system is a comprehensive system that takes into account; standardized measures, student perspectives, and faculty evaluations. The following measures guide the assessment system:

- Admission Criteria
- Grades
- Capstone Project
  - Project Rubrics scored by two readers
  - Videos
- Exit Survey
- Alumni Survey

### *Admission Criteria*

The admission criteria include essay, letters of recommendation, and standardized test scores. Students must take either the Miller Analogy Test or GRE test. The scores are now being collected as a baseline for admissions.

### *Grades*

Course grades are used to provide evidence of all three claims. Our courses are aligned with the three claims. Traditionally, grades have been used to measure subject matter understanding.

### *Capstone*

The Capstone project is used to provide evidence that our graduates have met all three claims. The Capstone project is the culminating learning experience that provides opportunities for teachers to use action research to demonstrate their ability to apply the knowledge and skills learned during graduate studies. Through implementing an action research project that includes using professional literature, identifying a question related to their teaching practice, collecting and analyzing data, and developing a future plan of action, students demonstrate and document their developed and broadened professional knowledge base, ability to convert professional knowledge into instruction that helps students meet the New Jersey Core Curriculum Content Standards, and their development as caring professionals who practice reflective teaching.

The written project is scored by two faculty members using a rubric aligned to the claims and the Domains of Learning. All capstone projects have now been stored in an electronic format.

Videotapes used for student reflection are also collected as part of the Capstone project. All 2009-2010 program completer's videotapes have been scored by three faculty members using the Danielson framework Domains 2 and 3.



### *Exit Survey*

An exit survey is being conducted with all program completers. The exit survey was developed by program faculty in order to gather data from our program completers on the graduates' perceptions of the effectiveness of the MAED program to enhance their self-awareness and abilities as competent, qualified, and caring teachers.

### *Alumni Survey*

An alumni survey was developed and administered to all alumni of the program.

## **II. Future Directions**

### **a. Program initiatives and goals for 2010-2011.**

#### *1. Assessment Data and Analysis*

We have made great strides over the past two years in the collection and analysis of data. However, we are still in the beginning stages of using the instruments we have adopted (Danielson framework) or developed (admissions rubric). The next steps of our assessment program are to continue the collection and analysis of data. Our assessment program will be utilized to make program decisions. Furthermore, this summer we will submit documentation to have the stipulation removed from our TEAC New Accreditation status. The stipulation requires the program to provide documentation of the validity and reliability of the instruments we use as part of the assessment system.

#### *2. Implementation of the Reading Specialist Certificate Program*

Under the leadership of Dr. Norma Blecker, a reading specialist certificate program has been developed and submitted to the New Jersey Department of Education. The Reading Specialist Certificate is comprised of courses from the current SPED track, LAL track, and ESL track. In addition, new courses have been developed for the program. The program is expected to begin September, 2010. As with the launch of any new program, we will need to advertise the program, schedule new courses, finalize syllabi, and work with adjuncts to teach the new courses.

#### *3. Monitoring Enrollment Trends*

Over the past five years MAED enrollment has grown at a steady pace. In Spring, 2006 the MAED had 110 students. Four years later, we have 239 students in the MAED degree and endorsement programs. However, this year

we may see a change to the enrollment growth we have experienced over the past five years. The current fiscal situation at the state level, especially the ramifications being felt in the K-12 sector, will have an impact on our student population. However, at this time, we not sure exactly how and in what ways we will be impacted.

Due to the budgetary constraints, there has been a significant decrease is the funding of graduate coursework for our community teachers. This may in fact negatively impact our enrollment of practicing teachers, both in terms of applicants and matriculated students. However, many certified teachers who are unable to find work or may have recently lost their positions, may want to pursue additional endorsements in order to become more marketable. We have begun to see a trend of non-practicing certified teachers enrolling in SPED courses. Currently, approximately 30% of all students in SPED are non practicing teachers in comparison to 0% five years ago.

The enrollment patterns will need to be carefully monitored during the 2010-2011 and following academic years. Coursework may need to be adjusted to reflect the changing population of students. In addition, recruitment strategies may need to change. At this time, it is too early to know exactly how we will be impacted, but it is an important that we recognize the need to study any changes.

#### **b. Brief statement of plans for next five years.**

##### *Accreditation:*

The past five years has been a time of great growth, both in terms of students and in the number of programs offered. During this time we began the initial accreditation process. During the next five years, the faculty of the MAED program will work towards Initial Accreditation to be completed in 2013 which will entail a self-study of our program. Our own self-study as we continue our accreditation efforts will be instrumental in providing future direction for the MAED program.

##### *Community Partnerships:*

Our efforts for the first five years of the program have been largely internal efforts, concentrating on the development and implementation of the program. Recently, our faculty members in the School of Education have begun exciting initiatives that work on connect us to larger Stockton Community as noted above. As the K-12 sector adjusts to a new set of economic realities, the MAED program will need to provide support with greater external efforts.

## SWOT Report

Strengths	Weaknesses
<ul style="list-style-type: none"><li>• Strong growth in terms of students for the past six years.</li><li>• Strong growth in terms of addition of new endorsements and programs during the past six years.</li><li>• Cohorts in math, language arts, ESL, P-3 at off-campus locations have met the needs of the community while providing opportunities for flexible scheduling and space.</li><li>• Strong administrative support from School of Education and School of Graduate Studies and Continuing Education</li><li>• Motivated faculty members willing to collaborate both within programs and between programs in the School of Education.</li></ul>	<ul style="list-style-type: none"><li>• Scheduling modules (6:00-9:00, Mondays through Thursday) on-campus provides for only four available modules during the week. This is a challenge for students wishing to take multiple courses at one time.</li><li>• Inconsistent enrollment numbers in some tracks (LAL &amp; Science) keeping the scheduling of courses a challenge.</li><li>• Stipulation in our initial TEAC report which needs to be removed Summer, 2010.</li></ul>

Opportunities	Threats
<ul style="list-style-type: none"> <li>• Implementation of assessment system provides opportunities to critically analyze programs strengths and weaknesses.</li> <li>• Continue to build collaborative relationships between all programs within the School of Education, including MAIT, MAEL, and SRI-ETTC.</li> <li>• Continue to build collaborative relationships with the Atlantic City School District through the Stockton Center of Community Schools and other faculty initiatives.</li> <li>• Continue to encourage our undergraduate EDUC program completers to enroll in the MAED program through the Direct Entry opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>• Current financial situation in the state of New Jersey, specifically in the K-12 sector will negatively impact our students' ability to manage costs.</li> <li>• The space crunch at the college has been felt by MAED faculty members trying to secure classroom space with adequate technology for preparing our teachers for 21<sup>st</sup> Century teaching.</li> </ul>

