

RICHARD STOCKTON COLLEGE

MAED Director Report

Kimberly Lebak, Ed.D

2011-2012

M.A. in Education (MAED) - 2011/12 Director's Report

Goals from Academic Year 2011-12

1. Develop Assessment Reporting System

Thirty-one students graduated in Spring, 2011. These students began the MAED program between the years of Fall, 2004 and Fall, 2009. The staggered entry times of program completers has made tracking assessment data on individual students a difficult task. We will be working with Graduate Studies and Computer Services during the 2011-2012 academic year to develop a system to record assessment data on individual students throughout all semesters at Stockton. The development of such a system will make collecting and analyzing data a more manageable task.

Results:

This goal continues to be a work in progress. Two meetings have been held with computer services to develop better means to track individual student assessment data. See Appendix C.

2. Continue Collection and Analysis of Data

The collection and analysis of assessment data will continue as a goal for the 2011-2012 academic year. We will continue to collect and analyze assessment data as outlined in the table above. We will also work to develop a lesson plan structure for the MAED students. Using this structure we will collect lesson plans in a designated content course and the capstone course. The lesson plans will be assessed using the Domain 1 rubric.

Results:

This goal was met during the 2011-2012 academic year. Beginning at the September, 2011 retreat the faculty began to discuss the use of a lesson plan structure to use as assessment data. Dr. John Quinn piloted a lesson plan assignment and rubric during the Fall, 2011 semester. In December, 2011 Dr. Quinn presented the results of the implementation and evaluation of the lesson plan project. The lesson plan project will be built into content courses in the MAED program.

In May, 2012 the MAED program held an assessment retreat. Each faculty member shared their own "signature assignment". Examples of assignments shared included Academic Learning Time project, UbD unit and rubric, Common Core standards unit, and the development of the ESL portfolio. Each of these signature assignments will become part of our program assessment system. In addition, greater continuity with assessment will be part of the 2012-2013 academic year as assessments will be implemented across tracks.

Telephone interviews were conducted with 48 alumni during the Spring semester. The interviews were conducted to assess the longer term impact of our MAED program on our graduates. Analyses of the interviews are in process. Results from the interviews will be reported in our TEAC inquiry brief.

3. Continue Validation of Assessment Instruments

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Inter rater reliability has been established for assessment instruments used for assessing teaching performance, lesson plans, and the written capstone paper. However, the validity of the rubric used to assess the Action Research Capstone project was questioned by our accreditation body, TEAC. During the 2011-2012 academic year, the MAED faculty will be working to develop and validate a new project rubric.

Results:

During the 2011-2012 academic year, the MAED faculty revisited the MAED mission statement and TEAC claims. The process began during the December, 2011 retreat and continued during faculty meetings in Spring, 2012. As a result the MAED faculty created a new mission statement and claims that meet the current demands in the education community. Schools of Education must consider not only the achievement of teachers enrolled in their programs but also of the students enrolled in the classrooms of the teachers in degree programs. Therefore the new claims for the MAED program are:

Claim 1: Our graduates build and integrate content area knowledge, implement effective pedagogy strategies, and apply educational theory and research in their practice.

Claim 2: Our graduates effectively engage their students in classroom instruction that supports their students' academic achievement.

Claim 3: Our graduates demonstrate a commitment to professionalism through caring relationships, reflective teaching practices, and involvement in learning communities.

A new capstone project rubric has been developed to measure MAED student progress towards the claims. We are in the process of establishing content validity. Inter rater reliability will be established in Fall, 2012. The new rubric can be found in Appendix A.

4. Continue Recruitment Efforts

The MAED faculty will continue recruitment efforts in this challenging time in education. Our recruitment efforts will be multi-faceted including developing new promotional material, marketing our successes in school districts to other area school districts, and continuing to promote our program to our undergraduate students.

The restructuring of the MAED tracks provides opportunities for advertising. During Summer, 2011 I have been working with Graduate Studies to streamline the MAED website to make it more user friendly. Furthermore, we will be designing a new brochure that represents the changes to the MAED tracks. We will be using the materials to promote the MAED program to area schools.

During the 2011-2012 academic year, we will also work to gather data from the Atlantic City school district regarding the role the MAED math track, under the leadership of Dr. John Quinn, has had in increasing student achievement in the district. We will use this information to help promote our program to other area school districts. Finally, we will continue to encourage our own undergraduate EDUC graduates to consider furthering their education through Stockton

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Results:

This goal was met during the 2011-2012 academic years. Much time has been devoted to a multi-faceted approach to recruitment which included email campaigns, school visits, and open houses.

In collaboration with MAEL, an email campaign to area school districts including Lower Cape May Regional, Cape May Technical School, Dennis Township, Atlantic Technical School, Cedar Creek, Lower Elementary Schools, Middle Township, and Upper Township was completed in Fall, 2011. In addition, an email campaign to teachers in schools in Camden and Gloucester counties was used to promote courses offered at CCTS.

I attended faculty meetings in Greater Egg Harbor School District to promote the MAED program to teachers in area school districts. Finally, a School of Education open house was held at Hammonton School District on November 7th, 2011.

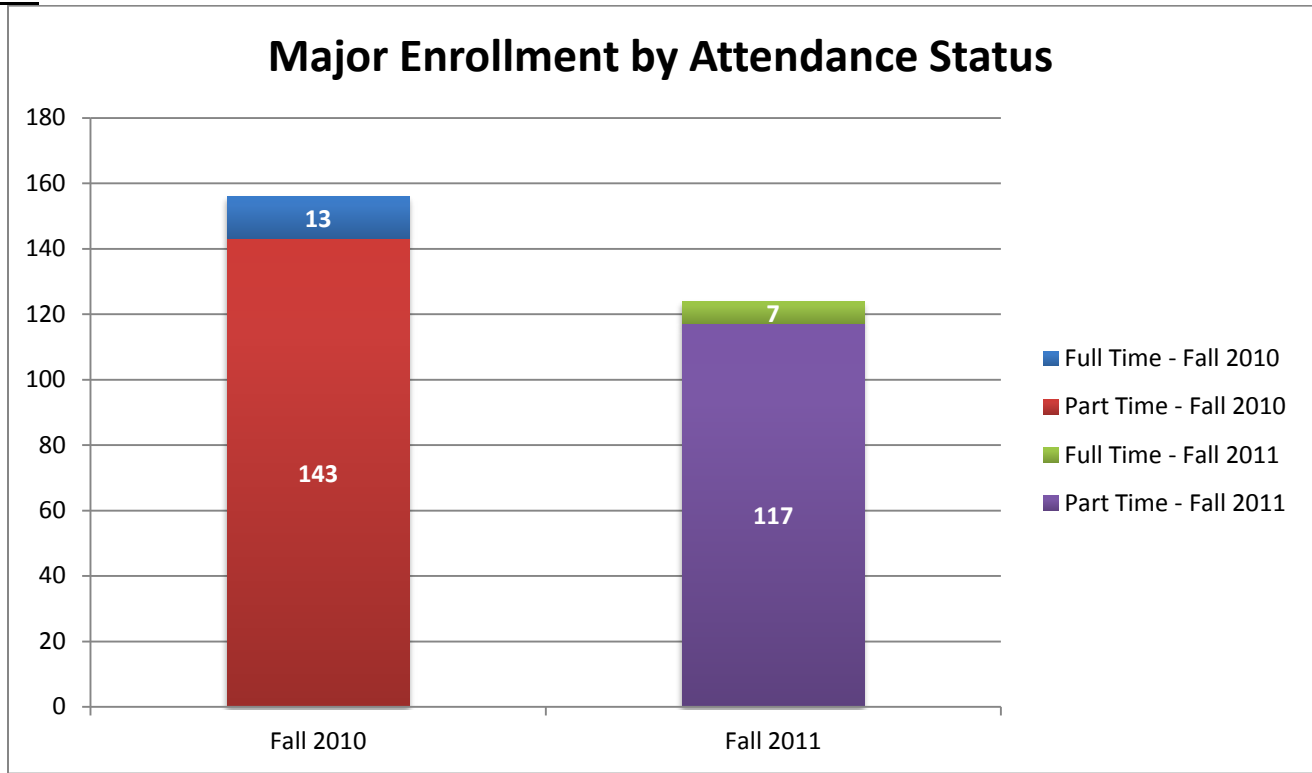
I continue to spend hours encouraging potential students to apply to our program through phone calls, emails, and office visits. Since January, I have spoken to over 75 potential MAED students through phone calls to my office. Many more emails have been answered.

The MAED program began two new cohorts this year: Camden County Technical School and Pleasantville. The Camden County Technical School began in September, 2011. A cohort in secondary math and a cohort of other secondary teachers began taking courses in the Fall. In order to meet the needs of the secondary teachers from CCTS, new courses were created in the areas of Math and Language Arts Literacy. The courses were aligned with the Common Core Standards. A list of the new courses can be found in Appendix B. Unfortunately, funding has been cut from the Camden County program and the future of the program is unclear at the writing of this report. The Pleasantville cohort, focused upon Special Education, began in January, 2012. At this point, one course has been offered at the Pleasantville location and the second course is planned for Fall, 2012. In addition, several teachers at Pleasantville have expressed interest in the Reading Specialist endorsement. As a result we will offer a Reading Specialist course through WIMBA for these students beginning in Fall, 2012.

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Fall Graduate Enrollment

Chart 1



Major Program (All MAED)	Fall 2010		Fall 2011	
	Part Time	Full Time	Part Time	Full Time
Major Program (All MAED)	143	13	117	7
Content, Instruction, & Assessment Concentration	0	0	2	0
ESL Concentration	7	0	1	0
General Concentration	7	1	7	1
Language Arts/Literacy Concentration	16	0	4	0
Learning Disabilities Concentration	2	0	2	1
Mathematics Concentration	17	0	18	0
No Concentration	11	2	8	0
Pre School - 3 Endorsement Concentration	4	0	4	0

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Reading Specialist Concentration	Part Time	Full Time		Part Time	Full Time	
	0	0		3	1	
Science Concentration	Part Time	Full Time		Part Time	Full Time	
	7	0		3	0	
Special Education Concentration	Part Time	Full Time		Part Time	Full Time	
	72	10		65	4	
Graduate School	Part Time	Full Time	Non-Matric	Part Time	Full Time	Non-Matric
	510	194	113	481	237	156

Note: Graduate School Total includes Post-Baccalaureate Certificate Enrollments & Fall 2011 includes 1 PT UG Senior & 5 UG Non-Matric Students Seeking the Health Professional Certificate

SOURCE: SURE Enrollment Files Fall 2010 & Fall 2011

Summary of Courses Taught by Program Faculty(includes ALL faculty on pages 9-11)

Total Course Enrollments	FA 2010			SP 2011			FA 2011			SP 2012		
	Students	Reg	Adj	Students	Reg	Adj	Students	Reg	Adj	Students	Reg	Adj
EDUC 5152				12		2				8		1
EDUC 5153	14		2				6	1				
EDUC 5201				18	1							
EDUC 5202	19	1					15	1				
EDUC 5203				19	1					21	1	
EDUC 5204				15		1	13	1				
EDUC 5205	17	1										
EDUC 5221										16	1	
EDUC 5231										7	1	
EDUC 5310	7		1									
EDUC 5311							5	1				
EDUC 5313										9	1	
EDUC 5314							20	1				
EDUC 5320	24	1					31	1	1			
EDUC 5321	23	1					25	1				
EDUC 5330	24	1		27	1		14	1		39	1	1
EDUC 5331	25	1					21	1				
EDUC 5334	20	1		27	1		23	1		22	1	
EDUC 5335				28	1		19		1	28	1	
EDUC 5336	19	1		23	1		13	1		27	1	
EDUC 5337				25	1					35	1	1
EDUC 5338	17	1					17		1			
EDUC 5339				17	1					22	1	
EDUC 5340	22	1		9	1					11	1	
EDUC 5350	10	1										
EDUC 5354				4	1							

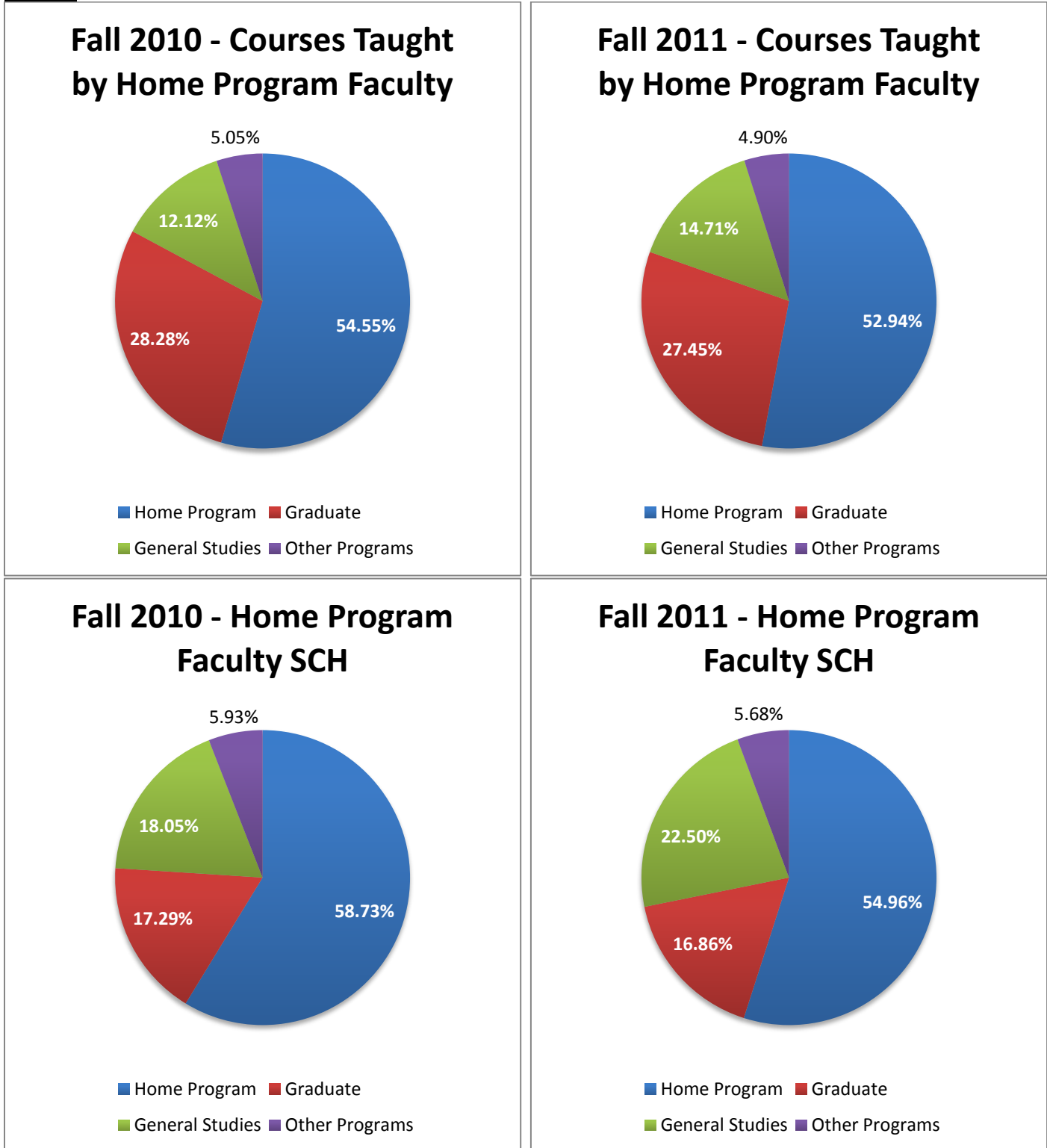
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EDUC 5365				7	1					8	1	
EDUC 5366							9	1				
EDUC 5367										4	1	
EDUC 5370	9	1										
EDUC 5371							7	1				
EDUC 5372				14	1							
EDUC 5373				18	1					14	1	
EDUC 5375	19	1										
EDUC 5376							11	1				
EDUC 5378										11		1
EDUC 5410	16		1							1	1	
EDUC 5420	10		1				8		1	1	1	
EDUC 5431				10		1	6		1			
EDUC 5800	2	2		1	1					4	1	
EDUC 5802							12	1				
EDUC 5910	44	3					33	2				
EDUC 5920				45	4					31	3	
EDUC 5989	14		1				7		1			
EDUC 6110	9		1							20		1
EDUC 6120				10		1						
EDUC 6935							4		1			
EDUC 6936										4		1

NOTE: The MAED Program does not have any specific faculty assigned to it, thus "Home Program Faculty" was considered to be the faculty members housed in the Education Program

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Chart 2



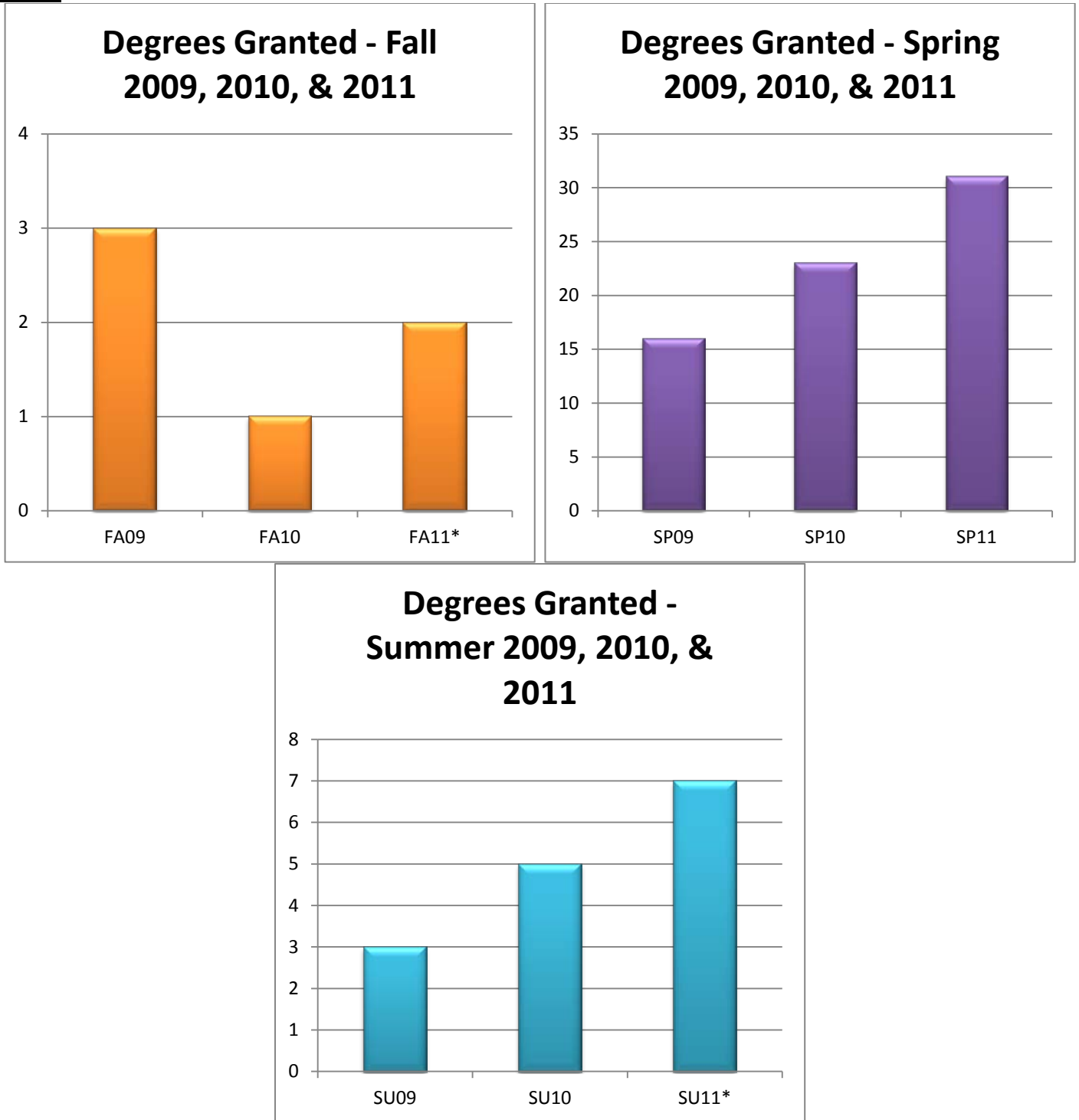
NOTE: The MAED Program does not have any specific faculty assigned to it, thus "Home Program Faculty" was considered to be the faculty members housed in the Education Program; Cross-listing of courses was not taken into consideration

SOURCE: Faculty Workload Raw Data Reports Fall 2010, Spring 2011, Fall 2011, & Spring 2012

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Summary of Degrees Granted

Chart 3



	SP09	SU09	FA09	SP10	SU10	FA10	SP11	SU11*	FA11*
Degrees Granted	16	3	3	23	5	1	31	7	2

*NOTE: Summer 11 & Fall 2011 are Unofficial

SOURCE: "Degrees Granted" Tables for FY09, FY10, & FY11; "Degrees Conferred_FY2012/SURE Data" Discoverer Report – Pulled 4/9/2012

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Director Comments about Course Enrollment, Degrees Granted and Other Curriculum/Teaching Issues:

The MAED program did not add any new tracks or certificates during 2011-2012. However, the program continued to experiment with multiple modes of delivery. More courses were offered in the SPED program via WIMBA during the 2011-2012 year. The MAED program will continue to experiment with multiple modes of instruction.

In Spring, 2012 the MAED program had a wide range of Capstone projects. All projects were based upon the classroom practice of our students. The results of the Capstones were presented through a written project and through a poster presentation. The poster presentation was held on April 25, 2012. The following is a list of students and their titles of their Capstone project.

Anna Atkinson

Impact of Picture Cards in Helping Students Improve Their Communication Skills in a General Education Preschool Classroom

Rachel Conley

The Effect of Picture Schedules and Activity Schedules on Improving Second and Third Grade Students with Autism Spectrum Disorders Ability to Follow Functional Classroom Routines

Amanda DelMonte

The Impact of Using Picture Cards with Preschool Students to Help Their Communication Skills

Jennifer Summerville

The Effects of the Use of Graphic Organizers for Solving Mathematical Equations in Ninth Grade Inclusion Class with Learning Disabilities

Karin Farkas

The Benefits of and the Barriers to the Implementation of Assistive Technology with Three Students in a Special Education Classroom

Rachel Conley

The Effect of Picture Schedules and Activity Schedules on Improving Second and Third Grade Students with Autism Spectrum Disorders Ability to Follow Functional Classroom Routines

Lateefah Scott

Academic Learning Time: How can Structured Learning Activities Increase Academic Learning Time?

Kristina Santoro

The Effects of Using Graphic Organizers to Improve Expository Reading Comprehension Skills of Secondary Students with Learning Disabilities

Jamey Roberts

Do Students within a Self-Contained Special Education Environment Benefit from the Inclusion of Social Skills Training Within the Special Education Classroom?

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Heather Suckiel

Video Modeling: The Effects of Video Modeling on Preschool Students with Autism and Other Cognitive Disabilities

Elise Hardin

The Impact of Using Real Life Scenarios on Improving Basic Skills in Mathematics in a General Education Setting

Sharon Rementer

The Impact of Personalization of Math Word Problems on Student Success of a 7th Grade Inclusion Classroom of Students with Learning Disabilities

Jaclyn Williscroft

How Graphic Organizers Help Identify the Main Idea for Elementary Students with Learning Disabilities

Charlotte Phillip-Clarke

The Effects of Using Story Maps to Improve Narrative Reading Comprehension Skills of First Grade Students

Lauren Morales

The Effects of Math Fluency on Students' Successful Application of Math Concepts

Georgiana Del Gaizo

Project Based Learning Within The Science Classroom

Annette M. Dollar

The Effect of Expository Reading Support to Increase Third Grade Students with Learning Disabilities Reading Comprehension in Science

Thomas Mozitis

The Effect of Moo-o Software on Fluency Rate and Comprehension Ability of 2nd Grade Students at Risk

Joelle Voelker

The Effects of Using Graphic Organizers on Improving Reading Comprehension Skills of Learning Disabled Middle School Students

Tara-Maria Williams

Enhancing literacy through Technology

Kristin Zappile

Simple Techniques Cause for Increased Academic Learning Time

Jodie Zettel

The Effect of Incorporating Power Point with Voice Features Prior to Written Work Activities to Improve Written Expression

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Larry Kelly

Third Grade Science Lab: Constructive or Chaos

Kim Nefferdorf

Improving the Geometer Mason Apprentice

Kelli Gowdy

Does homework need to go home?

Elizabeth Messec

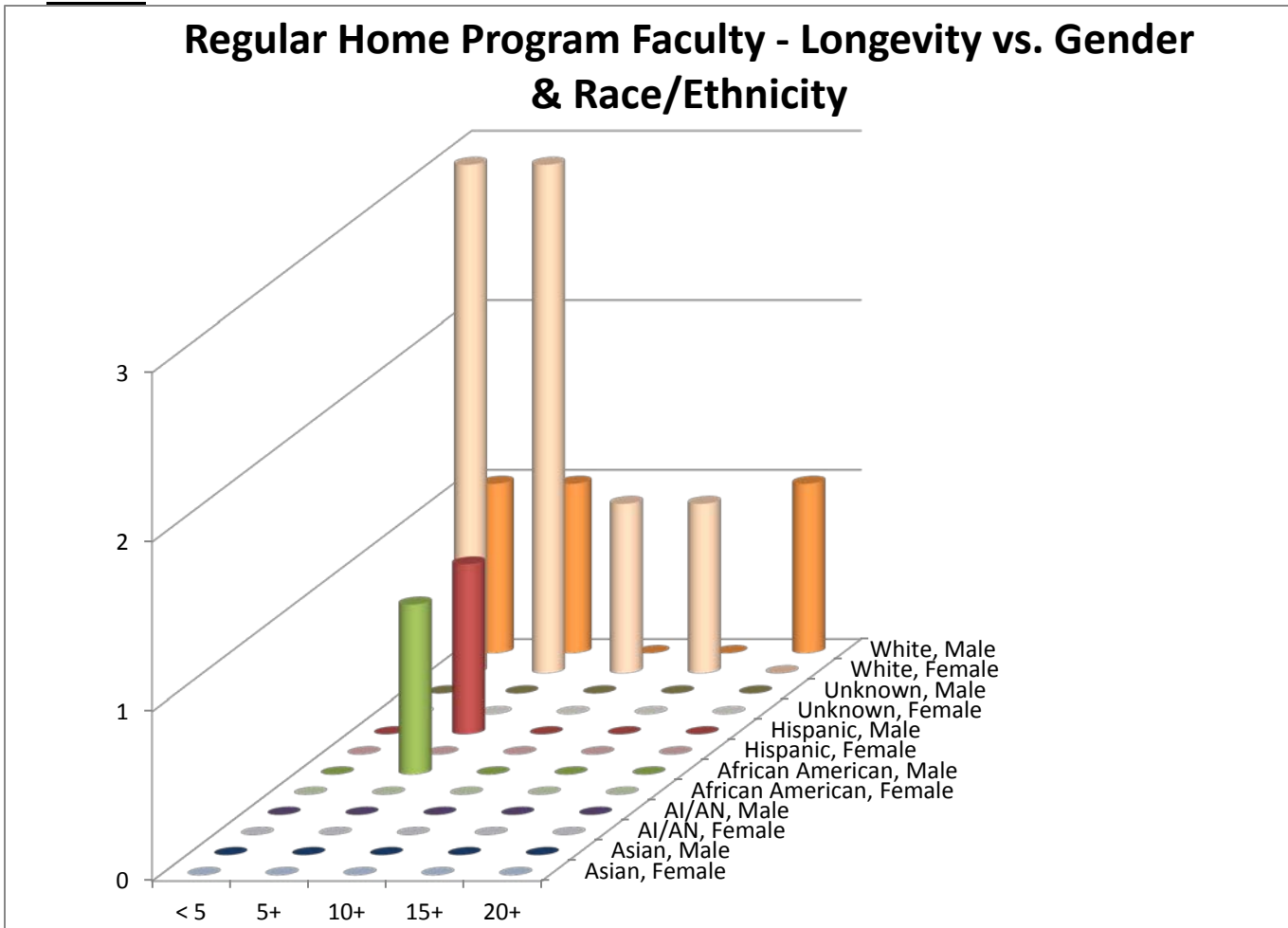
Math Groups: The Effectiveness of Within-Class Readiness Grouping for Mathematics Instruction

Nicole Smith

Parent Involvement in low-income households

Faculty Complement - AY 2011 Teaching Faculty

Chart 4



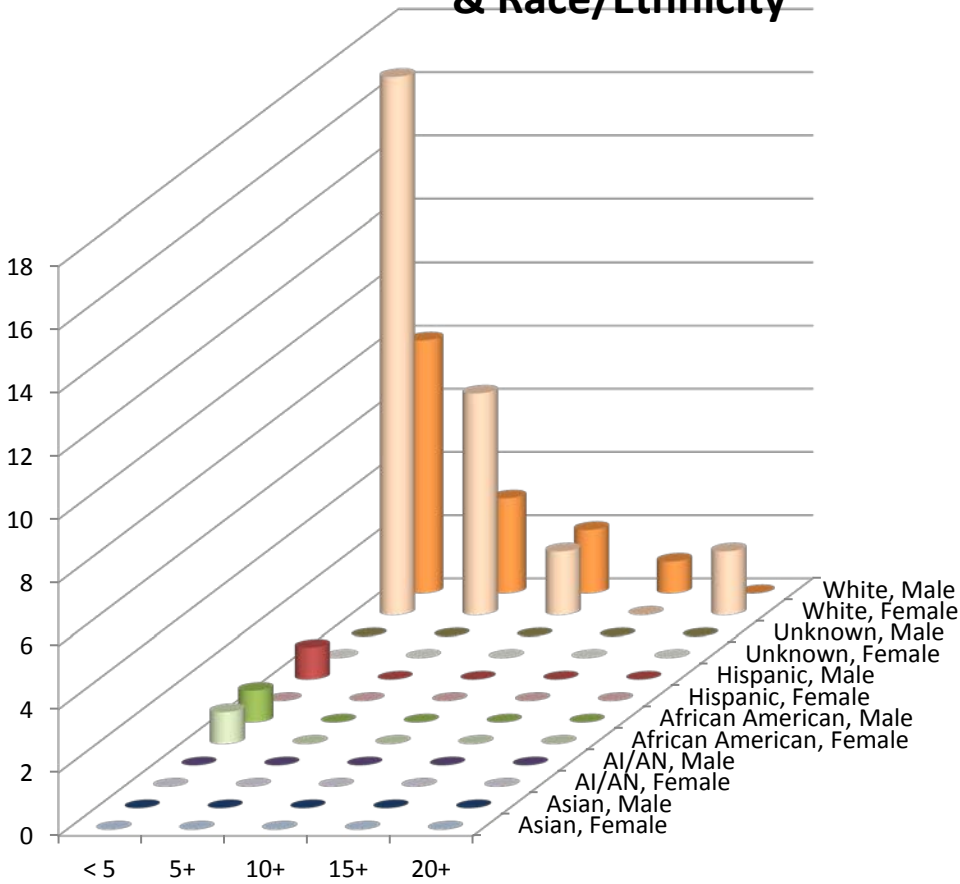
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Ethnicity	Gender	
	Female	Male
Asian	0	0
AI/AN	0	0
African American	0	1
Hispanic	0	1
Unknown	0	0
White	8	3
Total	8	5

Longevity	
< 5	4
5+	6
10+	1
15+	1
20+	1
Total	13

Chart 5

Adjunct Home Program Faculty - Longevity vs. Gender & Race/Ethnicity



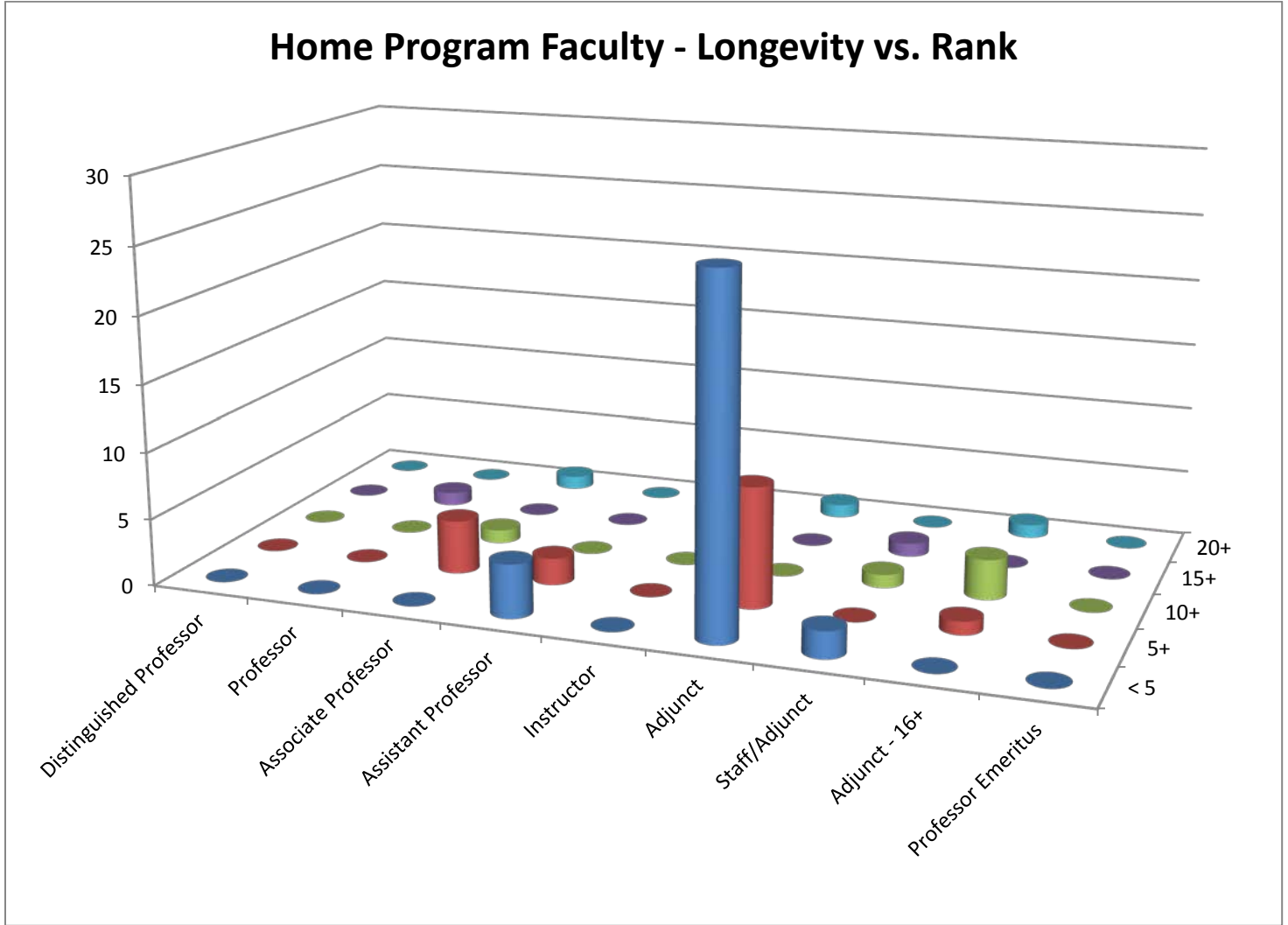
Ethnicity	Gender	
	Female	Male
Asian	0	0
AI/AN	0	0
African American	1	1
Hispanic	0	1
Unknown	0	0
White	28	14

Longevity	
< 5	28
5+	10
10+	4
15+	1
20+	2
Total	45

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Total	29	16
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Chart 6



Rank	
Distinguished Professor	0
Professor	1
Associate Professor	6
Assistant Professor	6
Instructor	0
Adjunct	36
Staff/Adjunct	4
Adjunct - 16+	5
Professor Emeritus	0
Total	58

Longevity	
< 5	32
5+	16
10+	5
15+	2
20+	3
Total	58

NOTE: The MAED Program does not have any specific faculty assigned to it, thus "Home Program Faculty" was considered to be the faculty members housed in the Education Program

SOURCE: IR Faculty Access Database

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Director Comments about Faculty Complement and Faculty Activity:

2011-2012 marked a time of faculty transition in the MAED program. In Fall, 2011 we welcomed Dr. Susan Cydis to the faculty. Dr. Cydis provides expertise in the area of Literacy instruction. Dr. Ron Tinsley served as mentor to Dr. Cydis.

In Fall, 2011 Dr. Norma Blecker and Dr. Rita Mulholland announced upcoming retirements. Dr. Norma Blecker joined the faculty in Fall, 2004. She was the founding Sub-coordinator for SPED. She oversaw the development of the SPED program, including creating endorsement programs in LDTTC and reading specialist. Her contributions to the MAED program cannot be overstated. Dr. Mulholland joined the faculty in Fall, 2006. Dr. Mulholland has been instrumental in furthering the delivery options for all students in the MAED program. She has served as a technology resource not just for the MAED program but all of Stockton College. Both Drs. Blecker and Mulholland will be greatly missed in the program.

During Spring, 2012 a search committee comprised of Drs. Meyers, Boakes, Cleveland, Hadley, and Lebak conducted a search for the two SPED positions. As a result, in Fall, 2012 Dr. Priti Haria will join the faculty as part of the special education program. A search for an additional faculty member will continue for Fall, 2012.

Scholarly, creative, service, and engagement activity will be reported in the Sedoma report when it is available.

Program Learning Outcomes Assessment Summary for 2011-12:

The assessment data used for program learning outcomes are collected from multiple data sources.

Objectives	Measure(s)	Result(s)	Interpretation(s)	Action(s)
Our graduates build and integrate content area knowledge, implement effective pedagogy strategies, and apply educational theory and research in their practice.	Admission Criteria	28 out of 29 2012 program completers met our minimum requirements for entrance to the program.	Admission criteria provide evidence that our students are prepared for graduate level work.	Continue to use the admission criteria put forth by the MAED faculty.
	Lesson Plans— Content, Capstone	Lesson plans are currently being scored using Domain 1		
	Content Focused Course Grades	Course grades will be forthcoming from Institutional Research.		
	Exit Survey	Exit Survey results		

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		indicate that 91% of graduates strongly agree or agree that the MAED program was instrumental in helping develop knowledge of content and pedagogy.		
Our graduates effectively engage their students in classroom instruction that supports their students' academic achievement.	<p>Videotapes of teaching performance</p> <hr/> <p>Pedagogy Course Grades</p> <hr/> <p>Exit Survey</p>	<p>We are currently in the process of evaluating videotapes of graduates' practice for program assessment.</p> <hr/> <p>Course grades will be forthcoming from Institutional Research.</p> <hr/> <p>Exit Survey results indicated that 96% of graduates strongly agree or agree that the MAED program was instrumental in helping them develop instructional strategies to meet the needs of diverse learners.</p>		<p>Continue to assess graduate's teaching performance through video.</p> <hr/> <p>Continue to collect and analyze course grades in pedagogy coursework.</p> <hr/>
Our graduates demonstrate a commitment to professionalism through caring relationships, reflective teaching practices, and involvement in learning communities.	<p>Final Action Research Capstone Paper</p> <hr/> <p>Capstone Showcase</p> <hr/> <p>Research/Capstone Grades</p>	<p>Capstone projects will be evaluated this summer using the new rubric.</p> <hr/> <p>All graduates successfully presented their research at the Capstone Showcase.</p> <p>Course grades will be forthcoming from Institutional Research.</p> <p>Exit survey results</p>		Continue to evaluate the Capstone projects.

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	Exit Survey	indicated 91% of graduates agree or strongly agree that the MAED program promotes reflective practice.		
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Director Comments about Learning Outcomes Assessment Table:

As stated under progress made toward Goal #2, the MAED program has made significant progress in the area of assessment during the 2011-2012 academic year. This progress will continue throughout the summer.

This past year, we revisited our mission statement and claims, rewriting them to reflect the current directions of the program. In May, 2012, we held an assessment retreat to better align our assessments to the claims. This summer, a new rubric has been created to measure the Capstone project performance for program review. We are in the process of establishing content validity of the rubric. This summer, faculty members will be working this summer to score all projects, using both the Framework for Teaching and internally designed Capstone rubric. All assessment data used for program assessment will be reported in our TEAC annual report and Inquiry Brief.

Alumni telephone interviews were completed to gather longer term impact of the MAED program from the perspective of our graduates. Analysis of these interviews will be completed this summer and reported.

Program's Annual Activity Plans for 2012-13:

1. Achieve TEAC Accreditation

In 2008, the MAED program achieved initial accreditation status through the Teacher Education Accreditation Council (TEAC). During the 2012-2013 academic year, the MAED program will work to obtain full accreditation. The preliminary writing of the Inquiry Brief will occur during Summer, 2012. In Fall, 2012 MAED faculty will conduct the internal audit. During Spring, 2013 the faculty will need to prepare for the TEAC audit visit.

2. Continue Recruitment Efforts

Recruitment efforts will continue to be a goal for the 2012-2013 academic year. In this challenging educational environment, more and more school districts are eliminating funding for master degree programs. As a result, we are experiencing a decline in the number of applicants for the MAED degree program. However, it is important to note that as of the writing of this report the number of applicants for endorsement programs has increased from last year at this point. We will need to continue to monitor the changing applicant pool to best meet the needs of our students.

We will also need to continue to actively recruit students through a variety of measures. I will continue both email campaigns and visits to local school districts to promote the program during the 2012-2013 school year. The target audience for email campaigns and school district visits will continue to be Cape May and Atlantic County.

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I have begun preliminary discussions with Atlantic City school district to establish an ESL cohort at Sovereign Avenue School. During Fall, 2013 I will work with Dr. Lois Spitzer to establish the cohort.

Finally, the MAED program will continue to collect data on our graduate students' students to better quantify the impact the MAED program has on student achievement. See goal #3 below. This data will be used to develop a marketing campaign for the 2013-2014 academic year.

3. Establishing the Impact of the MAED Program

The MAED program will continue its commitment to partnering with high needs school districts to increase the achievement of students in the district. However, partnership is not enough. It is imperative in today's political climate for the MAED program to provide evidence of gains in the achievement of our students' students. Therefore, during the 2012-2013 academic year, we will study the impact of the MAED program on improving teacher effectiveness and student achievement with one partnering school district.

At the national level, the value of teachers obtaining master's degrees has been questioned in research and by government officials and the media. A review of 34 research studies by Hanushek and Rivkin (2006) found there was no relationship between a teacher earning a master's degree and student achievement. This research has been reported through the mainstream media. Yet, almost all research conducted on the effectiveness of a master's degree has drawn upon nationally representative data that estimates the impact of master's degrees upon student achievement. The studies all draw upon one measure, student test scores, to evaluate the effectiveness of degree programs. This measure is problematic as student test scores only provide information on a narrow portion of student academic achievement, usually limited to basic skills in math and reading. Furthermore, the studies have not delineated between master's degrees leading to initial certification and master's degrees designed for practicing teachers. Studies are needed to assess the impact of a master's degree for practicing teachers designed to raise achievement.

The large scale Measures of Effective Teaching (MET) study on approaches to measuring effective teaching provides direction on studying the teacher effectiveness. In the MET study, the Framework for Teaching and CLASS systems were used as measures for identifying effective teaching linked to student achievement. Currently, the MAED program uses the Framework for Teaching to assess teacher effectiveness. However, we will expand our data collection to include the use of the CLASS instrument. The CLASS instrument is a proven valid and reliable instrument that is being used nationwide to measure the effectiveness of teacher performance. CLASS provides a measure of quality that directly correlates to student achievement (Graue, Rauscher, & Sherfinski, 2009). The use of CLASS would provide a common metric for understanding changes in classroom quality that directly impact student achievement.

A pre-post experimental study design will be utilized for this research. The initial study will focus upon teachers from our Atlantic City cohort 1. In May, 2012, all participants in the Atlantic City cohort 1 were videotaped. Videotapes will be analyzed using the two teacher

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observation instruments. Data collected will be used to help to provide interventions for improving practice as part of the MAED program. Teachers will be videotaped at the end of the program and evaluated using the two observation instruments. Comparisons between the pre and post videos will be used to measure changes in teacher effectiveness. In addition, student achievement data will be collected from the school district for further analysis of teacher effectiveness and student achievement.

Results from this project will be reported in literature promoting the MAED program. In addition, the results will be submitted by teams of faculty members for peer reviewed publication. The project will be extended to other partner districts in 2013.

Dean of Education's Comments:

The MAED program Director, Sub-Track Coordinator and faculty have demonstrated a strong commitment to continuous improvement as evidenced in the TEAC-related activities surrounding mission and claims. The faculty used results from assessment activities to focus discussions about refining mission and claims, demonstrating solid loop-closing initiatives.

For the upcoming year, the major challenge of mitigating a declining enrollment trend is formidable. This decline is a national trend, in response to multiple research, think tank, legislative and popular press reports questioning the value of masters degrees in K-12 education. To date, the program faculty members have made good progress at removing some of the barriers to entering the program on a non-matriculated basis, as well as good progress at adding some convenient options such as site-based "cohort" classes at reduced tuition rates. The addition of more flexible delivery options is likely to be an additional effective strategy for mitigating the decline in enrollments, as is the possibility of exploring co-convened classes for our undergraduates who may value the option to pursue Special Education or ESL certification courses while completing their pre-service and primary major programs of study as undergraduates.

The School's professional and support staff is simultaneously undergoing some measure of restructuring to better align skills with needs. To that end, more staff time will be dedicated to increasing alumni relations and field recruiting, as well as to supporting the collection, classification and storing of assessment data for the TEAC visit in 2013.

Dean of Graduate Studies' Comments:

There are significant, recognized challenges to the growth and development of the MAED program. The challenges include general negative economic pressures, specific-to-education negative economic shifts in the State of New Jersey, broad questioning of the competency of education graduates and financial pressures relative to tuition. We have also realized a significant drop in Stockton undergraduate interest in education careers caused by a mixture of the commentary above and the structure of our undergraduate teacher education program. There was an enrollment drop in MAED from Fall 2010 to Fall 2011 of 18% and current application and deposit data speaks to a possible downturn in MAED enrollment for Fall 2012. I think it is important to also note that Special Education is carrying half of the enrollments in the program. Is this an offering that needs to be expanded or not? And there is a growing pattern of students who only want endorsements and not the graduate degree.

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I fully recognize that the MAED program is in the hands of very good faculty and a dedicated and experienced Graduate Program Director. Kim works very productively with our graduate marketing team. We are all of one mind to continue improving our marketing and recruiting efforts. We count on the deep awareness and knowledge within the School of Education to make appropriate changes to a changing environment for graduate education for teachers and administrators. And those changes need to align with the march of technology and online education advancements.

Appendix A

	Distinguished	Proficient	Basic	Unsatisfactory
Demographic Information/ Research Goal	Research goal is based upon both the identified need of the students in the class and identified pedagogical needs of the teacher.	Research goal is based upon either the needs of students or an identified need of teacher practice but not both.	Research goal is not based upon the identified needs of students in the class.	No research goal is articulated.
Literature Review	Well organized and relevant written synthesis of a minimum of 15 sources. Thorough reference to most important research studies related to topic. Importance of studies as it relates to the stated goal is well established.	Organized, relevant with logical sequencing and structure with a minimum of 15 sources. Thorough reference to important research studies related to topic.	Organized, relevant with logical sequencing and structure with a minimum of 15 sources. However, sources may not all be important sources. Non peer reviewed studies dominate the review.	Failure to synthesize 15 sources. Failure to connect literature review to stated goal.
Implementation Plan	Well articulated plan to improve classroom practice is based upon identified needs and literature review.	Plan to improve classroom practice is based upon identified needs and literature review but lacks sufficient detail.	Implementation plan is not based upon either identified needs or the literature review.	Implementation plan is not based upon improving pedagogical practice.
Data Collection	Comprehensive data collection plan is described and includes evidence on student achievement and development of teaching practice.	Data collection plans include evidence on student achievement and development of teaching practice.	Data collection includes evidence of either student achievement or development of teaching practice but not both.	Data collection plan does not include evidence on student achievement and development of teaching practice.
Data Analysis -Student Achievement -Teacher Effectiveness	Patterns and themes are identified based upon triangulated data. Evidence of student outcome data is reported. Evidence of improved teaching practice is reported. All results of the data analysis are well represented through quotes, tables, or charts when appropriate.	Patterns and themes are identified. Evidence of student outcome data is reported. Evidence of improved teaching practice is reported. All results of the data analysis are represented.	Evidence of student outcome data is reported. Evidence of improved teaching practice is reported. However, results of the data analysis are not well represented.	Evidence of student outcome data is not reported. Evidence of improved teaching practice is not reported.
Reflection of Results	Well articulated plans for continual improvement of classroom practices to increase student achievement based upon results of Capstone project.	Articulated plans for continual improvement of classroom practices to increase student achievement based upon results of Capstone project.	Plans for continual improvement of classroom practices to increase student achievement are articulated but not based directly upon the results of the Capstone project.	Plans for continual improvement of classroom practices are not articulated.
Overall Organization, Written Communication and Depth of Thought	Capstone project is well developed, organized and written adhering to all aspects of APA style.	Capstone project is developed and written adhering to all aspects of APA style.	Capstone project is developed and written adhering to all aspects of APA style. However, errors in word usage and mechanics are evident.	Capstone project lacks development and organization. Errors in word usage and mechanics are evident. APA style is not properly followed.

Appendix B

Structure and Meaning in the English Language

Course focuses on developing strategies for determining the meanings of words and phrases in context, developing a rich and nuanced vocabulary for enhanced understanding of texts, and understanding the differences in how language functions in different texts and contexts. Course offers an overview of the connections between spoken and written English as well as the conventions of grammar and usage.

Reading Informational Texts

Course helps develop practices for using informational texts to locate, analyze, and assess the usefulness of information, and to comprehend and synthesize varied content area knowledge. Techniques for aiding comprehension, summarizing, paraphrasing, and determining main ideas from informational texts will be practiced.

Reading Literary Texts

Course helps develop practices for analyzing literary texts at the word, sentence, stanza, or chapter levels to aid students in reading and comprehending meanings from short stories, dramas, poems, and novels. Course also focuses on comparing and contrasting varied forms and genres of literary texts and utilizing them to help students grow as readers.

Integrating Writing in the Content Areas

Course develops methods for utilizing informational and literary texts as the bases for writing narrative, informative/explanatory, and persuasive pieces. Particular attention will be placed on using varied approaches to the writing process and the role reading of literary and informational texts plays in informing writing.

Foundational Reading Instruction

This course is designed to provide teachers with foundational reading skills needed to teach the Common Core Standards for English Language Arts. Specifically, this course addresses the Reading standards in the Common Core standards which place equal emphasis on the sophistication of what students read and the skill with which they read. Furthermore, teachers will emphasize developmental and assessment strategies to determine successful reading strategies for all students in all content areas.

Mathematics Foundations: Numerical & Algebraic Concepts

This course covers mathematics content critical to teachers of high school mathematics. The course is thoroughly aligned with the Common Core for Mathematics for High School and addresses topics at a level appropriate for a secondary level teacher audience.

Topics include the following critical areas: number theory; algebraic concepts; problem solving; equations and inequalities including linear and simple exponential forms; functions in various representations; modeling a variety of situations with functions; functions and equations involving rational exponents; and quadratic functions and equations.

The course also focuses on effective teaching strategies for secondary math teachers. Note that students will not receive credit for this class if they have completed EDUC5370 Numbers and Operations in the Middle School.

Geometric Reasoning

This course covers mathematics content critical to teachers of high school mathematics. The course is thoroughly aligned with the Common Core for Mathematics for High School and addresses topics at a level appropriate for a secondary level teacher audience. Topics include the following critical areas: geometric habits of mind, relationships, transformations, & measurements; congruence, proof, & constructions; similarity, proof, & trigonometry; extending to three dimensions; connecting algebra & geometry through coordinates; circles with & without coordinates. The course also focuses on effective teaching strategies for secondary math teachers. Note that students will not receive credit for this class if they have completed EDUC5372 Geometry and Measurement in the Middle School.

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Statistics and Probability

This course covers mathematics content critical to teachers of high school mathematics. The course is thoroughly aligned with the Common Core for Mathematics for High School and addresses topics at a level appropriate for a secondary level teacher audience. Topics include the following critical areas: Interpreting Categorical and Quantitative Data; Making Inferences, Hypothesis Testing, & Justifying Conclusions; Conditional Probability and the Rules of Probability; Discrete and Continuous Probability Distributions; Using Probability to Make Decisions. The course also focuses on effective teaching strategies for secondary math teachers.

Algebraic Concepts & Modeling

This course covers mathematics content critical to teachers of high school mathematics. The course is thoroughly aligned with the Common Core for Mathematics for High School and addresses topics at a level appropriate for a secondary level teacher audience. Topics include the following critical areas: Developing Algebraic Habits of Mind; Smoothing the Transition to Algebra through Algorithmic Thinking; Expressing Generalizations about Structure & Functional Relations; Fostering Symbol Sense & Linking Multiple Representations; Polynomial, Rational, & Radical Relationships; Trigonometric Functions; Modeling with Functions; Inferences & Conclusions from Data. The course also focuses on effective teaching strategies for secondary math teachers. Note that students will not receive credit for this class if they have completed EDUC5371 Algebra and Functions in the Middle School.

Advanced Topics in Mathematics

This course covers mathematics content critical to teachers of high school mathematics. The course is thoroughly aligned with the Common Core for Mathematics for High School and addresses topics at a level appropriate for a secondary level teacher audience. Advanced topics will be covered that are especially valuable to teachers who will be teaching 4th Year High School Mathematics including: Precalculus, Calculus, and Differential Equation Concepts; Statistics, Probability, & Discrete Math; Linear Algebra, Vector Analysis, Matrices, & Linear Programming; and Complex Analysis; Mathematics of Finance, and Number Theory. The course also focuses on effective teaching strategies for secondary math teachers. Note that students registering for this course should have successfully completed two (2) previous Secondary Math MAED courses and Differentiated Instruction.

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Appendix C – Sample of Tracking Report by Capstone Completion Term

ID	Last	First	TCR	5101	5102	5103	5104	5105	5151	5152	5153	5201	5202	5203	5204	5205	5300	5310	5311	5312	5313	5314	5320	5321	5330	5331	5332	5334	5335	5336	5337	
Z00004619	Willie	Tara	0							3.3			3		3.7										2.7				1.7			
Z00004954	Rema	Shara	0							4													3.3	4	3.3	4		4	4	2.3	4	
Z00005092	Robe	Jame	0																				4	4	4	3		4	4	4	4	
Z00007549	Hardi	Elise	0						4	4	3.7												3.7	4	4	4		4	4	4	4	
Z00011711	Farka	Karin	9																													
Z00016301	Voeltl	Joelle	0																				4	3.7	3.3	3		3	4	4	4	
Z00018397	Klueg	John	3																				2.3	4	4	4	4	4	4	4	3	
Z00021226	Moral	Laure	0																			4	3.7	4	4	3.7		4	3.7	4	4	
Z00056578	Phillip	Charl	0																				3.7	4	4	4		4	4	4	4	
Z00057540	Abbe	Rach	0	4	4	4	3	4															3.3	4	4	4		4	3.7	3.7	3.7	
Z00066836	Suck	Heath	0						4	4	4												4	4	4	4		4	4	4	4	
Z00071646	DelG	Geor	0														4	4	3.3	4	4							3.7				
Z00087420	Gras	Sama	9																					4	4		4	4	3.7	4	3.7	
Z00089545	Cona	Celes	0																				4	4	4	4	4		3.7	4	3.3	
Z00094077	Gowd	Kelli	0																				4									
Z00094634	Smith	Nicole	0							4	4		2.7												3.7							
Z00095417	Atkin	Anna	0						4	4	3.7												4	4	4	4			4	3.7	4	
Z00103534	Del	Amar	0						4	4	3.7												3.7	4	3.7	4		4	4	4	4	
Z00111258	Kelly	Lawre	0	4	4	4	4	4															4	4	3.7	4		4	4	4	4	
Z00113909	Logui	Cares	0						4																							
Z00121550	Camj	Paula	0																				3.7	4	4	4		4	4	4	4	
Z00130086	Dolla	Anne	9																				4	4	3.3	4		4	3.3		4	
Z00146202	Willie	Jacyl	0									4											3.3	4	3.7	4		4	4	4	4	
Z00153953	Zette	Jodie	0																				3.7	4	3.7	4		3.3	3.7	3.7	3.7	
Z00157233	Scott	Latee	0									4	2	4	4	4							4		0			4	4	3.7		
Z00164181	Neffe	Kimb	0																				4					4				
Z00167707	Santi	Kristi	9																				4	4		3.7		4			3.7	
Z00176908	Mozit	Thom	0																				3.7	4	4	4		4	3.7	4	4	
Z00177167	Zapp	Kristi	0								4	3.7	4	4	4											3			3.3			
Z00182816	Sumi	Jenni	0																				4	4	4	4		4	4	2.7	4	
Z00189185	Mess	Eliza	0						4																4	4			4			