

M.A. in Education (MAED) - 2012/13 Director's Report

Goals from Academic Year 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.

Results:

Following the plan set forth in last year's Annual Report, the MAED faculty reviewed the entire program, including a faculty-led internal audit. After a unanimous faculty vote in late fall 2012, we submitted our Inquiry Brief for formative feedback, engaged in several rounds of same, and were deemed auditable in advance of our early spring team visit. The audit team delivered an overwhelmingly clean report with very minor recommendations, each of which the Program Director addressed at the Panel Hearing in late spring. By summer 2013, the TEAC Accreditation Committee voted to accept the Audit Team and Panel Hearing Recommendation, granting a seven-year unconditional accreditation term with no weaknesses and no stipulations.

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.

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.

Results:

While certification applicants have remained at last year's high levels, as a result of increased attention to meeting student demand for more accelerated and more hybrid delivery options, we have seen twice the number of MAED applicants this year over last year. The cohort activity in Pleasantville, Atlantic City and most recently Vineland has also proven to positively impact application activity. In spite of the historic cancellation of the annual NJEA convention, we were

M.A. in Education (MAED) - 2012/13 Director's Report

able to collaborate with SRI & ETTC and the Graduate Studies office to launch additional marketing campaigns that have also contributed to this successful metric.

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 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.

M.A. in Education (MAED) - 2012/13 Director's Report

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.

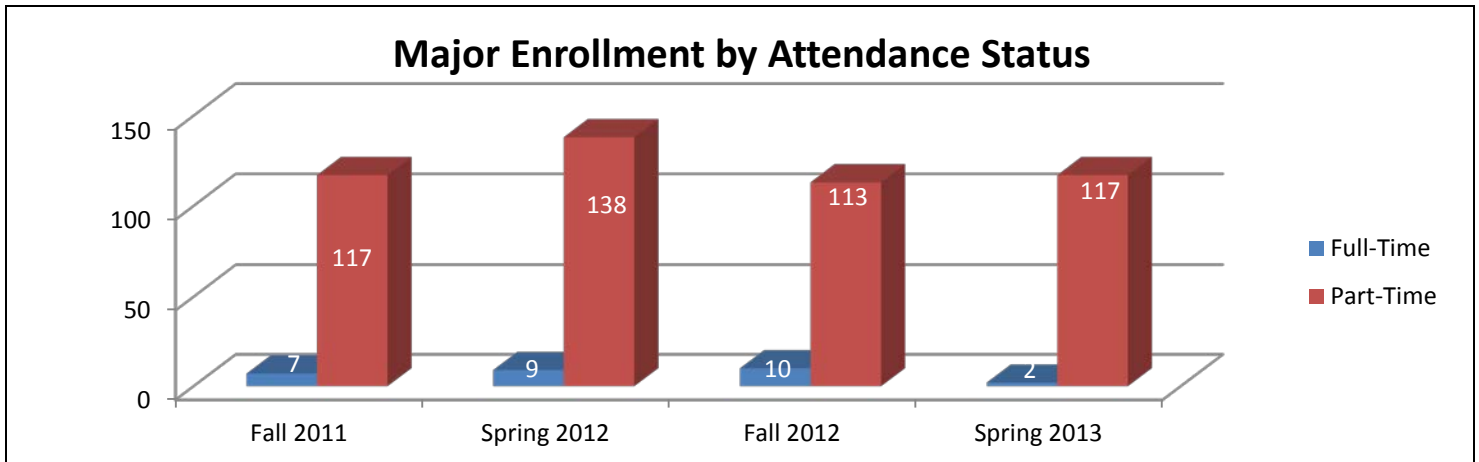
Results:

Upon conclusion of the year long culminating project, four videos of eleven Atlantic City cohort 1 teachers were analyzed. 10 out of the 11 grades 4-8 math teachers demonstrated gains in their teaching performance as a result of participation in the final year of the MAED program. Furthermore, 6 out of the 11 students significantly improved (Wilcoxon) as measured by the CLASS observation protocol. The seven point scale of the CLASS observation protocol has provided opportunities for greater analysis of the observed changes in teacher practice. Qualitative analysis is currently in process to greater study the factors of the final year project that correlated increased teacher effectiveness. In addition, we are awaiting scores from cohort teachers' students to correlate student achievement scores to teacher practice.

M.A. in Education (MAED) - 2012/13 Director's Report

Graduate Enrollment

Chart 1



EDUC - MAED	Fall 2011		Spring 2012			Fall 2012			Spring 2013		
Major Program (All MAED)	Full Time	Part Time	Full Time	Part Time	Non-Matric	Full Time	Part Time	Non-Matric	Full Time	Part Time	Non-Matric
(All MAED)	7	117	9	138		10	113		2	117	
Content, Instruction, & Assessment Concentration	0	2	0	15		1	24		0	16	
ESL Concentration	0	1	0	1		0	1		0	1	
General Concentration	1	7	0	8		0	2		0	1	
Language Arts/Literacy Concentration	0	4	0	4		0	3		0	1	
Learning Disabilities Concentration	1	2	0	4		0	4		0	2	
Mathematics Concentration	0	18	1	12		0	9		0	7	
No Concentration	0	8	1	7		0	1		0	9	
Pre School - 3 Endorsement Concentration	0	4	0	4		1	0		0	1	
Reading Specialist Concentration	1	3	1	9		0	6		0	8	
Science Concentration	0	3	0	3		1	1		0	1	
Special Education Concentration	4	65	6	71		7	62		2	70	
Graduate School	237	481	156	226	97	283	517	84	278	474	47

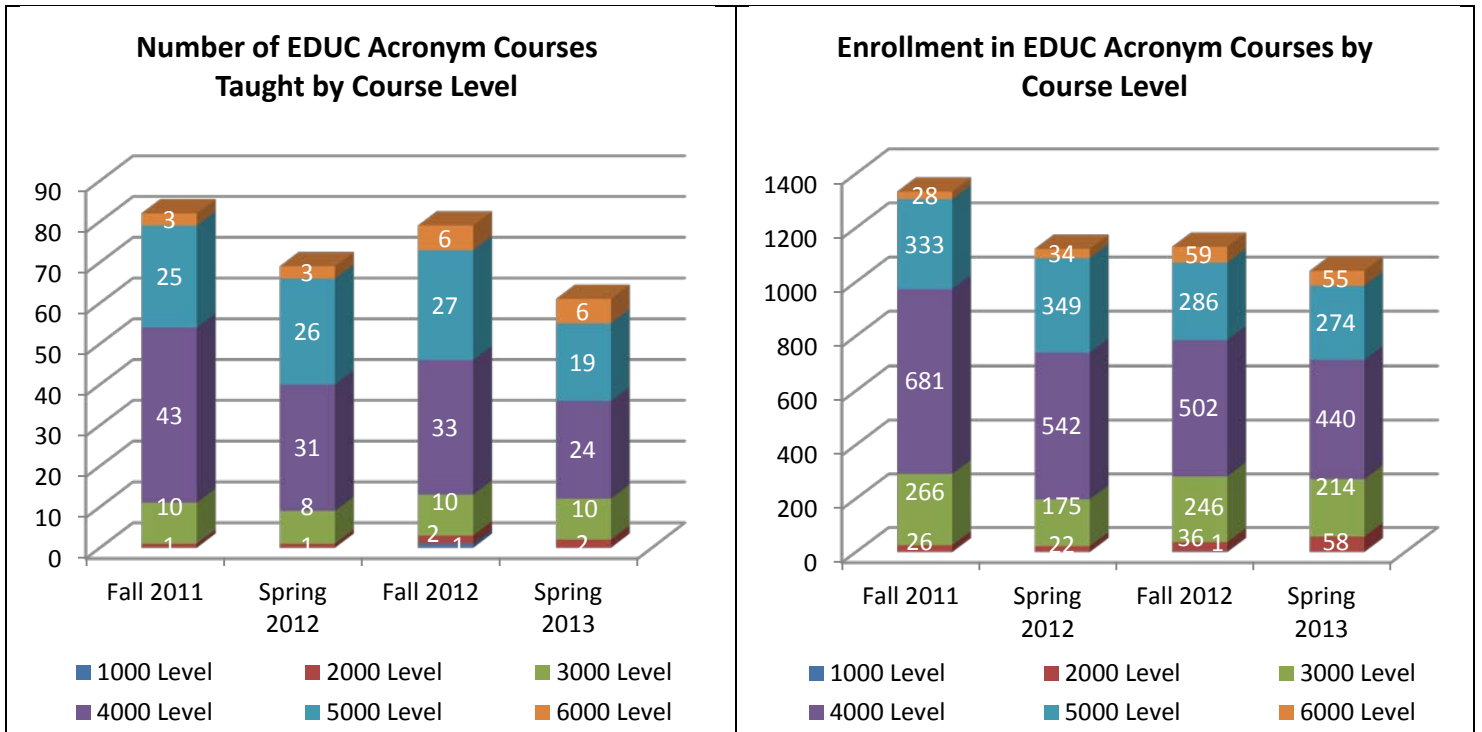
Note: Graduate School totals include Post-Baccalaureate Certificate Enrollments

SOURCE: SURE Enrollment Files fall 2011, Student Demo Files fall 2011, SURE Enrollment Files fall 2012, and Student Demo Files fall 2012

M.A. in Education (MAED) - 2012/13 Director's Report

Summary of EDUC Acronym Courses Taught by All Faculty

Chart 2

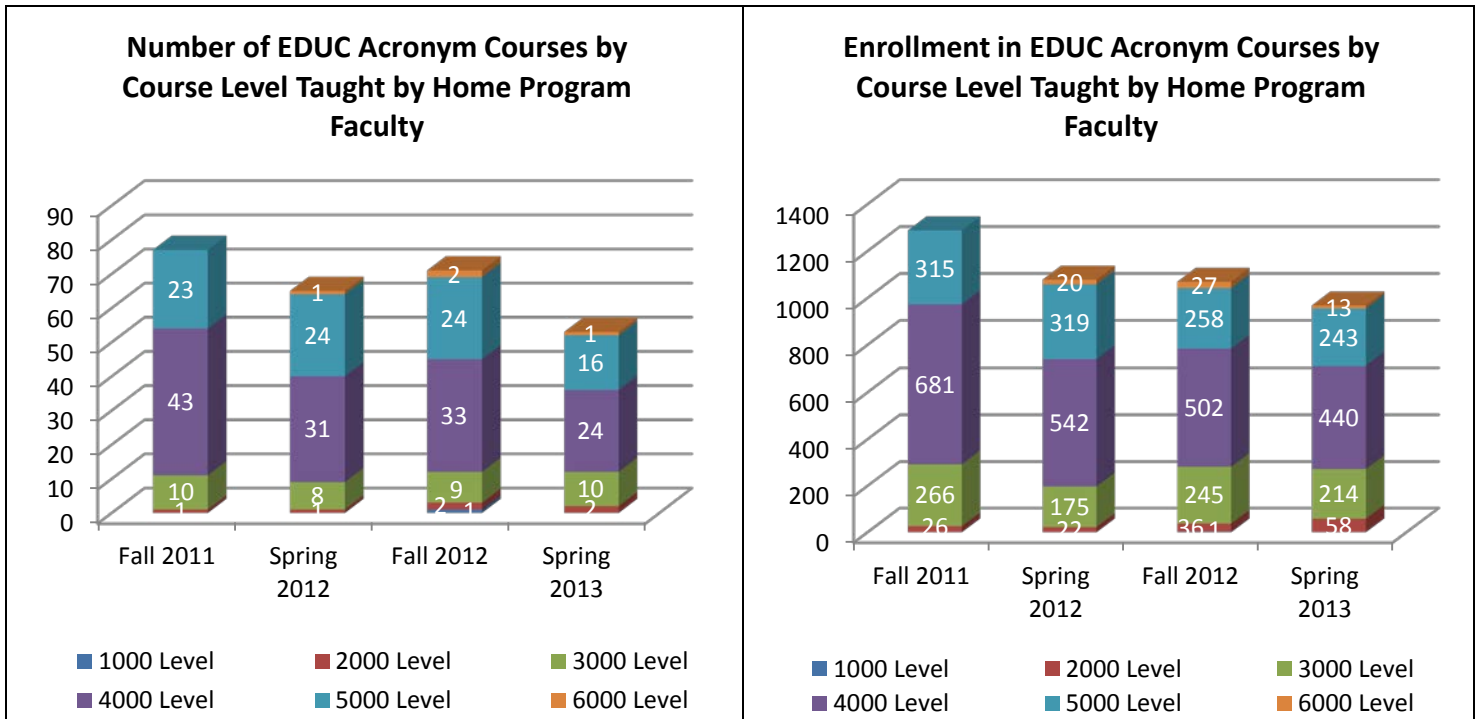


NOTE: Courses taught refers to all courses with this acronym and may include courses taught by faculty members outside of this home program

SOURCE: Faculty Workload Raw Data Reports fall 2011, spring 2012, fall 2012 and spring 2013

Summary of Courses Taught by Home Program Faculty

Chart 3



M.A. in Education (MAED) - 2012/13 Director's Report

Summary of Courses Taught by Home Program Faculty

Total Course Enrollments	Fall 2011				Spring 2012				Fall 2012				Spring 2013*				
	Course	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching
EDUC 1800									1	1	1						
Total 1000 Level	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0
EDUC 2551	1	26		1	1	22		1	1	17	1		1	29	1		
EDUC 2252									1	19	1		1	29	1		
Total 2000 Level	1	26	0	1	1	22	0	1	2	36	2	0	2	58	2	0	
EDUC 3241	5	135		5	4	85		4	4	117		4	5	111	1	4	
EDUC 3515	5	131	2	3	4	90	2	2	5	128	3	2	4	102	3	1	
EDUC 3800													1	1	1		
Total 3000 Level	10	266	2	8	8	175	2	6	9	245	3	6	10	214	5	5	
EDUC 4101	4	61	4		3	59	3		2	57	2		2	47	2		
EDUC 4105	2	36	1	1	2	32	2		2	40	2		2	26	2		
EDUC 4110	4	69	1	3	2	29		2	3	38		3	2	37		2	
EDUC 4120	2	32		2	2	24		2	2	26		2	1	16		1	
EDUC 4150	4	70	4		2	29	2		3	37	3		2	37	2		
EDUC 4200	4	61	4		3	58	3		2	57	2		2	47	2		
EDUC 4600	6	105	1	5	4	56	1	3	5	66	1	4	3	54	1	2	
EDUC 4601	1	10		1	1	8		1	1	6	1		1	6	1		
EDUC 4605	1	9	1						1	10	1		1	4	1		
EDUC 4606	1	8	1		1	9	1		1	7	1		1	4	1		
EDUC 4607	1	3		1													
EDUC 4608	1	3		1													
EDUC 4610	4	73	1	3	2	32	1	1	3	39	1	2	2	39	1	1	
EDUC 4800	4	5	4		5	10	5		4	5	4		1	3	1		
EDUC 4990	1	68		1	1	98		1	1	57		1	1	60		1	
EDUC 4991	3	68		3	3	98		3	3	57		3	3	60		3	
Total 4000 Level	43	681	22	21	31	542	18	13	33	502	18	15	24	440	14	10	
EDUC 5151									1	10		1					
EDUC 5152					1	8		1					1	4		1	
EDUC 5153	1	6	1						1	4		1					
EDUC 5201													1	17	1		
EDUC 5202	1	15	1						1	18	1						

M.A. in Education (MAED) - 2012/13 Director's Report

Total Course Enrollments	Fall 2011				Spring 2012				Fall 2012				Spring 2013*			
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EDUC 5203					1	21	1						1	14	1	
EDUC 5204	1	13	1						1	19	1					
EDUC 5221					1	16	1									
EDUC 5231					1	7	1									
EDUC 5311	1	5	1													
EDUC 5313					1	9	1									
EDUC 5314	1	20	1						1	12	1					
EDUC 5320	2	31	1	1					1	18	1					
EDUC 5321	1	25	1						1	12		1	1	25		1
EDUC 5330	1	14	1		2	39	1	1	1	12	1		1	25	1	
EDUC 5331	1	21	1						1	20	1					
EDUC 5334	1	23	1		1	22	1		1	5	1		1	1	1	
EDUC 5335	1	19		1	1	28	1		2	17	2					
EDUC 5336	1	13	1		1	27	1		1	20	1		2	66	1	1
EDUC 5337					2	35	1	1					1	24	1	
EDUC 5338	1	17		1					1	20		1				
EDUC 5339					1	22	1						1	21	1	
EDUC 5340					1	11	1									
EDUC 5365					1	8	1						1	5	1	
EDUC 5366	1	9	1						1	2	1					
EDUC 5367					1	4	1									
EDUC 5371	1	7	1													
EDUC 5373					1	14	1									
EDUC 5376	1	11	1													
EDUC 5378					1	11		1								
EDUC 5410					1	1	1									
EDUC 5420	1	8		1	1	1	1		1	9		1				
EDUC 5431	1	6		1					1	8		1				
EDUC 5800					1	4	1		2	1	2		1	1	1	
EDUC 5802	1	12	1						1	4	1					
EDUC 5910	2	33	2						3	43	3					
EDUC 5920					3	31	3						4	40	3	1
EDUC 5989	1	7		1					1	4		1				
Total 5000 Level	23	315	17	6	24	319	20	4	24	258	17	7	16	243	12	4

M.A. in Education (MAED) - 2012/13 Director's Report

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EDUC 6110					1	20		1	1	17		1	1	13		1
EDUC 6134									1	10	1					
Total 6000 Level	0	0	0	0	1	20	0	1	2	27	1	1	1	13	0	1
Total EDUC	77	1288	41	36	65	1078	40	25	71	1069	42	29	53	968	33	20
BASK 1102	1	18	1						1	17	1					
GAH 1360					1	32	1						1	23	1	
GAH 2330	1	35	1		1	37	1		1	34	1		1	32	1	
GAH 2800	1	2	1		1	3	1									
GEN 1050									1	20		1				
GEN 1120	1	5	1		1	6	1									
GEN 1430									1	34	1					
GEN 2101									1	34		1				
GEN 2104													1	29		1
GEN 2108													1	12		1
GEN 2126									1	24		1	1	29		1
GEN 3245	1	24		1	1	23		1	2	37	2		2	42	2	
GIS 4623	1	20		1												
GNM 1110													1	35	1	
GNM 1124	2	43	2		1	26	1		1	15	1		1	26	1	
GNM 1800					1	2	1		2	2	2					
GNM 2138					1	26	1						1	25	1	
GNM 2253									1	24	1					
GNM 2257					1	26	1						1	25	1	
GNM 2800									1	1	1					
GNM 4800									1	1	1					
GSS 1044	1	24	1						1	25	1					
GSS 1072									2	49	1	1				
GSS 3169	1	31	1		1	28	1		1	32	1		1	31	1	
GSS 3360	4	118		4	4	110		4	4	129	1	3	5	104		5
Total GENS	14	320	8	6	14	319	9	5	22	478	15	7	17	413	9	8

M.A. in Education (MAED) - 2012/13 Director's Report

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INTC 3610	3	53	2	1	2	30	2		1	18	1		1	17	1	
INTC 4650					1	9	1						1	8	1	
INTC 5340	1	11		1												
<u>Total Other</u>	4	64	2	2	3	39	3	0	1	18	1	0	2	25	2	0

NOTE: The MAED Program does not have specific faculty assigned to it, thus "Home Program Faculty" information was considered to be the faculty members housed in the Education Program. Fall 2011 and fall 2012 include EDUC 5989, taught by Edward Reading, but additional courses taught by this faculty member are not included as they belong to the Substance Awareness program.

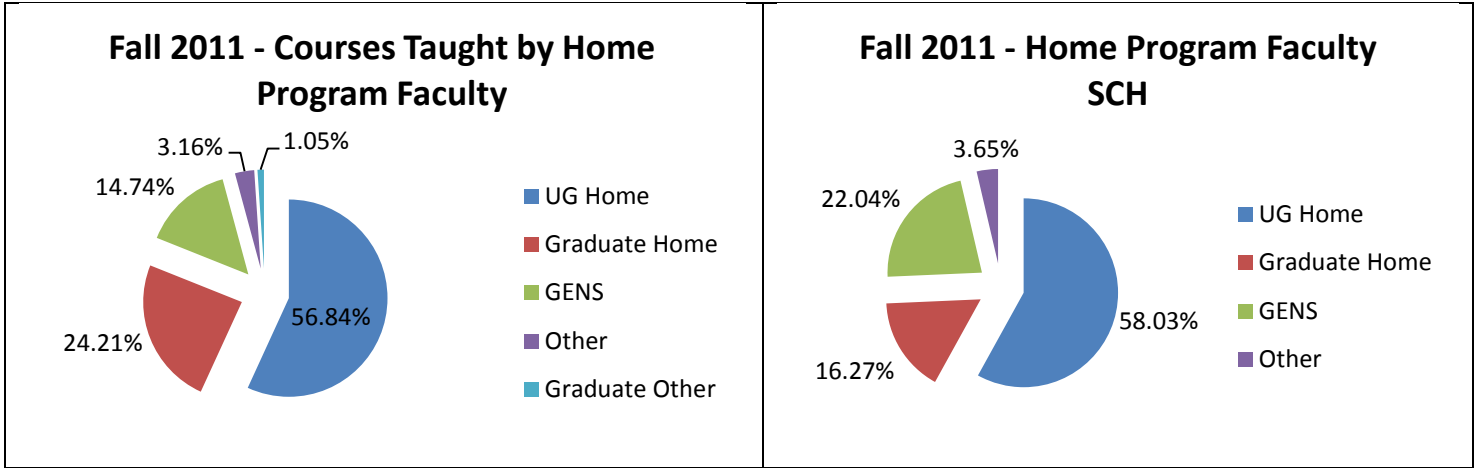
*Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13. Regular Faculty refers to those faculty members that are FT, 1/2 time, 2/3 time, or 3/4 time. Courses may have multiple sessions or be stacked/pyramided course and may be taught by the same faculty member.

SOURCE: Faculty Workload Raw Data Reports fall 2011, spring 2012, fall 2012 and spring 2013

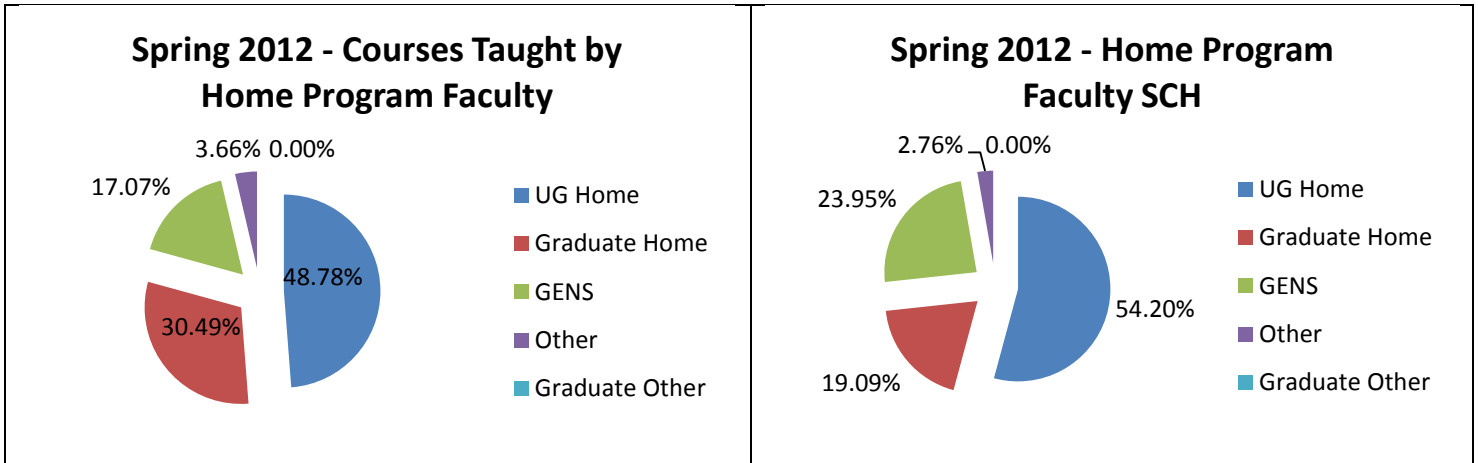
M.A. in Education (MAED) - 2012/13 Director's Report

Chart 4

AY11-12



	# of Courses	% of Courses	SCH	SCH %
UG Home	54	56.84%	3370	57.71%
Graduate Home	23	24.21%	945	16.18%
GENS	14	14.74%	1280	21.92%
Other	3	3.16%	212	3.63%
Graduate Other	1	1.05%	33	0.57%
Total	95	100.00%	5840	100.00%

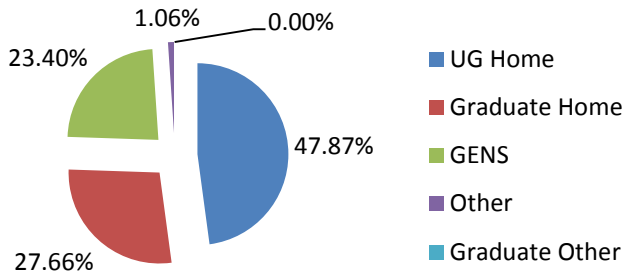


	# of Courses	% of Courses	SCH	SCH %
UG Home	40	48.78%	2888	54.20%
Graduate Home	25	30.49%	1017	19.09%
GENS	14	17.07%	1276	23.95%
Other	3	3.66%	147	2.76%
Graduate Other	0	0.00%	0	0.00%
Total	82	100.00%	5328	100.00%

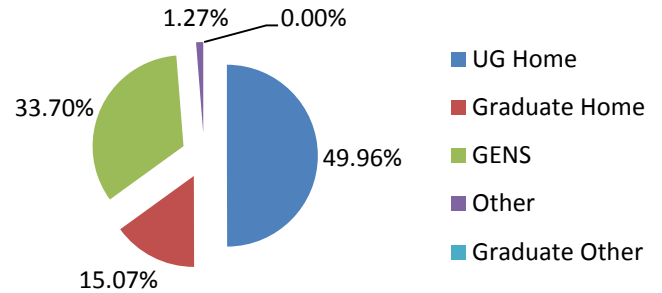
M.A. in Education (MAED) - 2012/13 Director's Report

AY12-13

Fall 2012 - Courses Taught by Home Program Faculty

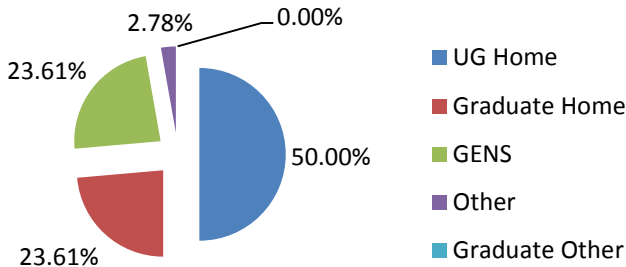


Fall 2012 - Home Program Faculty SCH

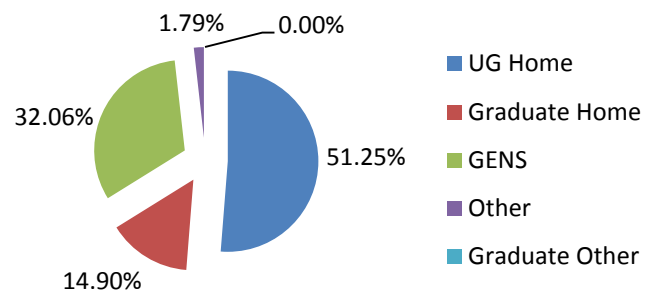


	# of Courses	% of Courses	SCH	SCH %
UG Home	45	47.87%	2834	49.96%
Graduate Home	26	27.66%	855	15.07%
GENS	22	23.40%	1912	33.70%
Other	1	1.06%	72	1.27%
Graduate Other	0	0.00%	0	0.00%
Total	94	99.99%	5673	100.00%

Spring 2013* - Courses Taught by Home Program Faculty



Spring 2013* - Home Program Faculty SCH



	# of Courses	% of Courses	SCH	SCH %
UG Home	36	50.00%	2641	51.25%
Graduate Home	17	23.61%	768	14.90%
GENS	17	23.61%	1652	32.06%
Other	2	2.78%	92	1.79%
Graduate Other	0	0.00%	0	0.00%
Total	72	100.00%	5153	100.00%

NOTE: The MAED Program does not have specific faculty assigned to it, thus "Home Program Faculty" information was considered to be the faculty members housed in the Education Program. Fall 2011 and Fall 2012 include EDUC 5989, taught by Edward Reading, but additional courses taught by this faculty member are not included as they belong to the Substance Awareness program BASK Courses are included in GENS counts. Cross-listing of courses was not taken into consideration.

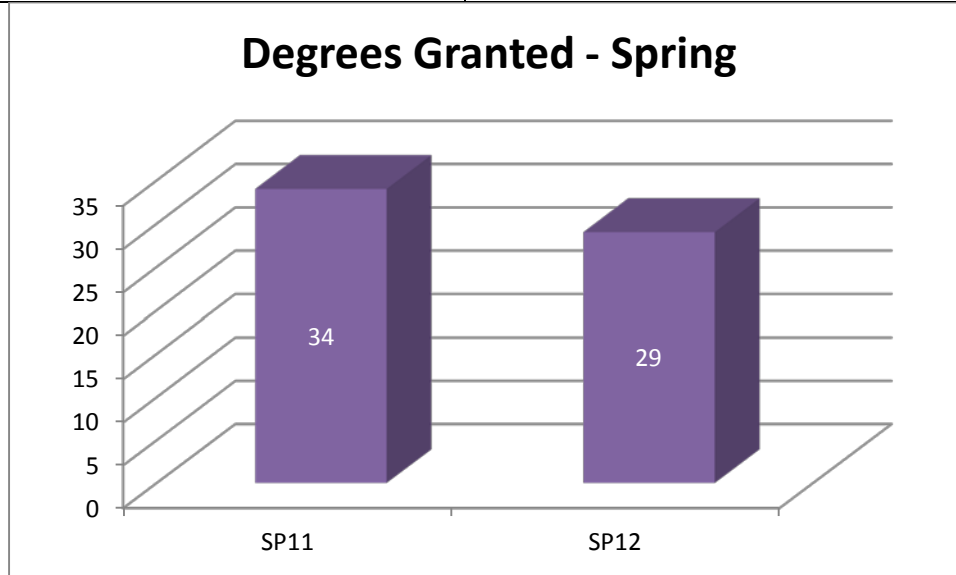
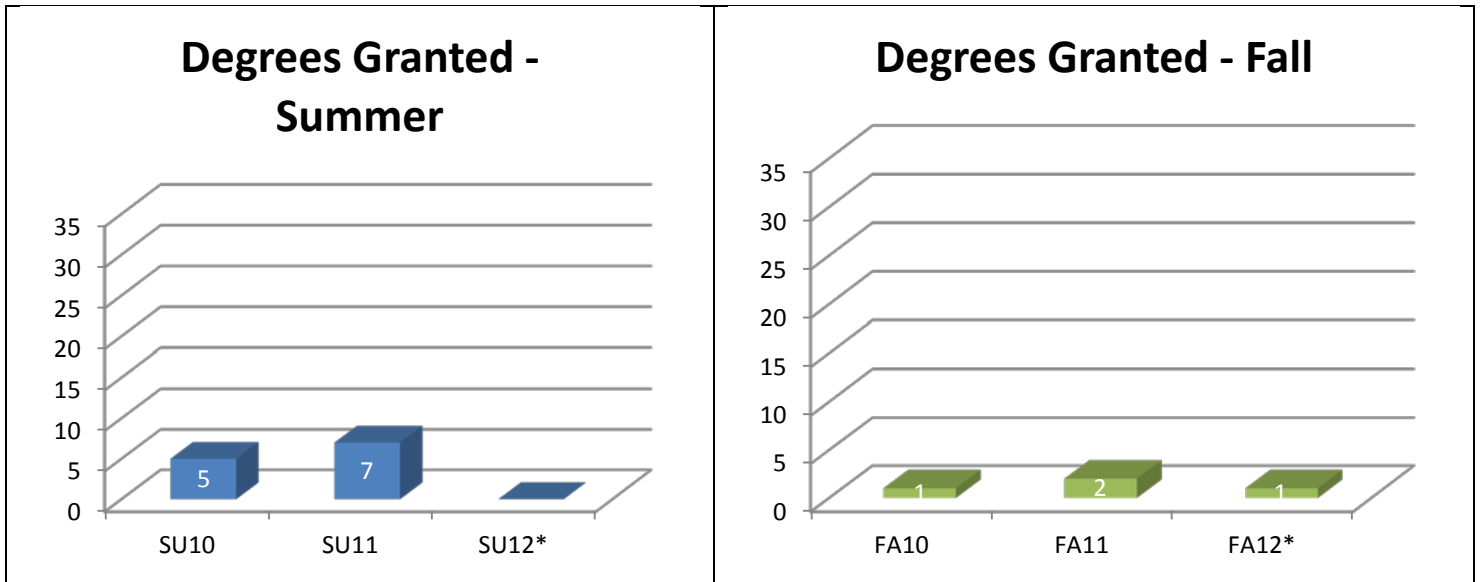
*Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13

SOURCE: Faculty Workload Raw Data Reports, fall 2011, spring 2012, fall 2012 & spring 2013

M.A. in Education (MAED) - 2012/13 Director's Report

Summary of Degrees Granted

Chart 5



	SU10	FA10	SP11	SU11	FA11	SP12	SU12*	FA12*
Degrees Granted - MA	5	1	34	7	2	29	0	1

*SU12 & FA12 numbers are unofficial and will be available after 15-Aug-13

SOURCE: Degrees Conferred FY11, Degrees Conferred FY12, Degrees Conferred FY13_Discoverer Report pulled 5-Mar-13

M.A. in Education (MAED) - 2012/13 Director's Report

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

In keeping with TEAC guidelines, the MAED program has maintained a consistent balance between courses taught by full-time tenure-eligible faculty and courses taught by adjunct practitioners. In maintaining this balance, the program prioritizes student demand for courses, adjusts full-time faculty load (frequently by requesting overload assignments to meet demand) and assigning adjunct practitioners in the most appropriate courses possible. As a result, TEAC has approved our own claims about faculty preparation, capacity and expertise.

In addition, those faculty members committed to the MAED program also consistently meet their College obligation to the General Studies and to our progenitor program: TEDU, as indicated on the faculty graphs. Maintaining a distribution of teaching assignments throughout the College also keeps our faculty members' perspectives fresh about the pre-service teaching population and about undergraduate student performance as a result of having come from the classrooms of many local teachers who comprise our graduate student population. Some of the charts above continue to perpetuate dual- or shifting "faculty home program" assignments for adjuncts who may have taught for MAED initially, and now teach only for MAIT or MAEL. We understand that these overlaps in reporting years will continue to show the data irregularities until two consecutive years of single assignments are reached.

The MAED program faculty continue to experiment with multiple delivery options for our students. In the Fall, 2013 the SPED endorsement program (21 credits) will be offered in a one year accelerated fashion. Courses will be offered on-line, hybrid, and face to face. The ESL/BE program will begin to offer hybrid courses in Spring, 2014.

MAED students completed a variety of capstone projects. A list of students and their completed projects are as follows:

Nydia Appolonia

The Implementation of Self-Questioning Techniques for Comprehension on Students with Disabilities

Brittany Bank

Effective Implementation of Vocabulary Instruction

Marla Bennard

The Effects of Reciprocal Teaching Strategies on Expository Reading Comprehension on Students with Disabilities

LisaAnn Betson

The Flipped Classroom

Eryn Budd

Effect of Graphic Organizers and Incomplete Writing Frames to Identify Main Idea and Details in Expository

Angela Cappelluti

Improving Identification of Main Idea and Details: Comprehending Expository Text Using Graphic Organizer

Katie Chisholm

Utilizing Graphic Organizers to Support the Sequencing of Expository Text

M.A. in Education (MAED) - 2012/13 Director's Report

Jordan Conover

Using Skype to Improve At-Risk Secondary Students' Conversational English Skills

Kelly Curry

Using Visual Cues To Improve English Skills With At-Risk Indian Students

Laura DaGrossa

Using Internet Technology to Improve Practical Conversational English Skills for Workplace Readiness in Secondary Indian Students

Jeff Day

Graphic Organizers for Writing in Social Studies

Danielle Denzle

Graphic Organizers to Support Summarizing Skills

Gina Farreny

The Impact of Peer Support on Writing Tasks in a 6th Grade Language Arts Resource Room Class.

Erin Fitzpatrick

The Impact of Incorporating Graphic Organizers on Vocabulary Instruction to Improve Overall Comprehension

Flossie Garrett

Reading Comprehension Strategies to improve testing for ELL

Kristi Grimley

Increasing Higher Order Thinking through Book Clubs

Kristie Hardy

Incorporating Graphic Organizers to Improve Writing

Lauren Higgins

Differentiating Writing Instruction for High-Performing Students

Rona Johnson

Increasing ELL Students' Fluency With Guided Reading Group Instruction

Stephanie Lancaster

The Supportive Value of Using Interactive Technology to Increase Conversational, Reading, and Writing Skills of English Language Learners

Anthony Manzo

Developing Problem Solving and Functional Math Skills For Students with Learning Disabilities: Utilizing Manipulative and Graphic Organizers

Paul McCully

The Effect of Teacher Development Graphic Organizers on Short Answer Expository Assignments of 9th Grade Students Experiencing Learning Disabilities

Judylynn McEntee

Building Metacognition through Self-Assessment

M.A. in Education (MAED) - 2012/13 Director's Report

Lami Momodu

Effect of Cooperative Learning Groups on Students' Attitudes toward Mathematics

Elizabeth Morales

Formative Assessments Informing my instruction in a Bilingual Learning Resource Center

Denise Murray

Don't Hate, Appreciate: Increasing Student Motivation and Engagement of Struggling Algebra Students

Rachel Myers

Increasing Student Writing through Small Group Instruction

Glenn Paine

Using Teacher-Created Graphic Organizers to Improve Student Expository Reading Comprehension Abilities

Makia Parker

The Benefits of using Formative Assessment Strategies to help Struggling Math Students

Alexandra Phillips

Differentiating Mathematics Instruction by Readiness Levels

Roseann Rizzolo

Implementing Technology to Improve Student Achievement

Deborah Saccomanno

Setting the Standard: Using Small Group Instruction to Implement CCSS in Kindergarten Math

Cara Siudut

Differentiated Instruction and Team Teaching in Mathematics

Tracy Slattery

Coaching to Support Reflective Practice and Teacher Effectiveness

Thomas Spahr

To Examine the Effects of Internet Data-Mining Using Person, Place, Thing Analysis on the Development of Writers/Verbal Comparative History Expression, for a 10th Grade Student with Asperger's

Danielle Venzie

Implementing the Common Core State Standards in Mathematics through Differentiated Instruction

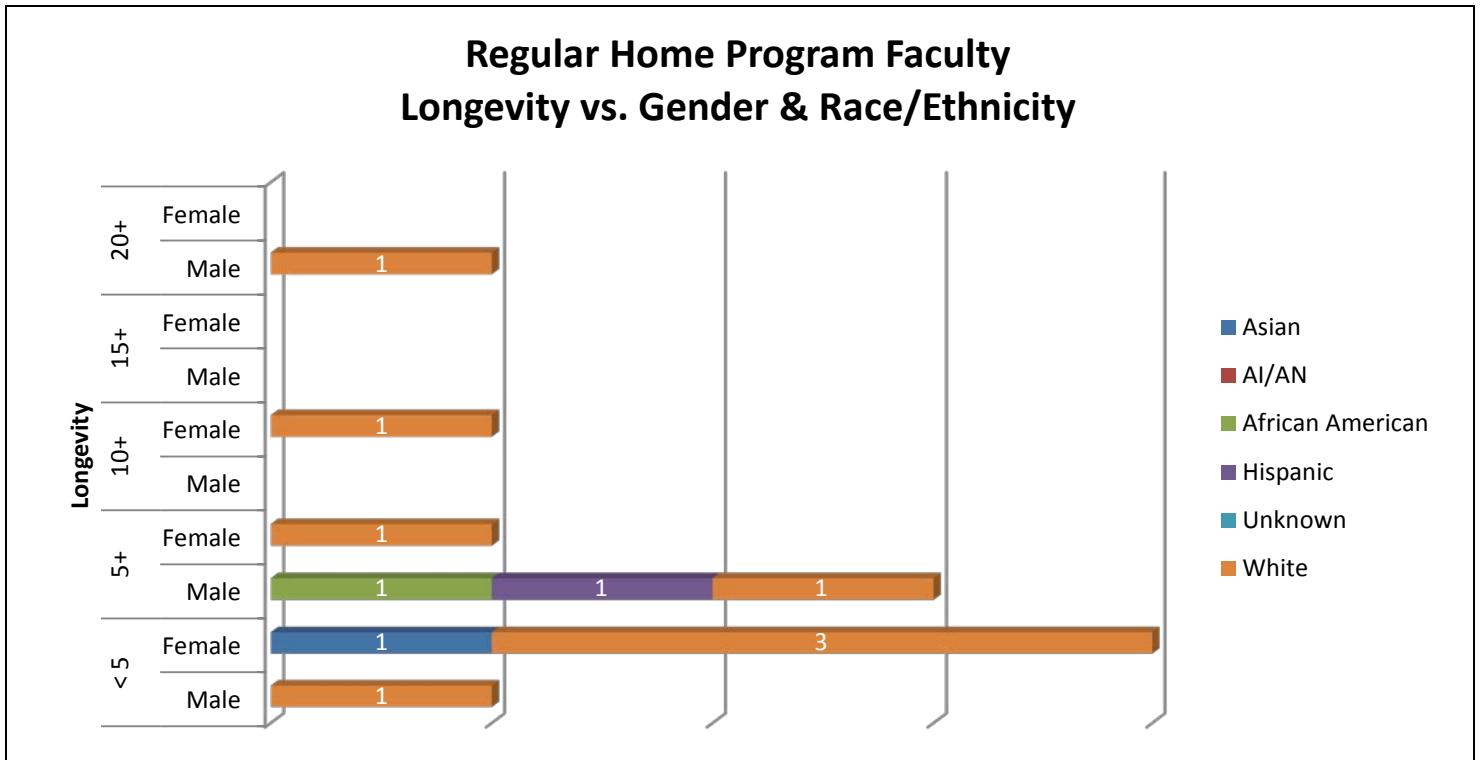
Kendall Verna

Effective Use of Graphic Organizers to Increase Reading Comprehension

Finally, as expected from two consecutive years of decreased new enrollments, the degrees-granted data are now beginning to reflect the completion results of this "enrollment trough." Accordingly, we expect degrees-granted to be a lagging indicator for the next two annual reports as well.

Faculty Complement – AY12-13 Teaching Faculty

Chart 6



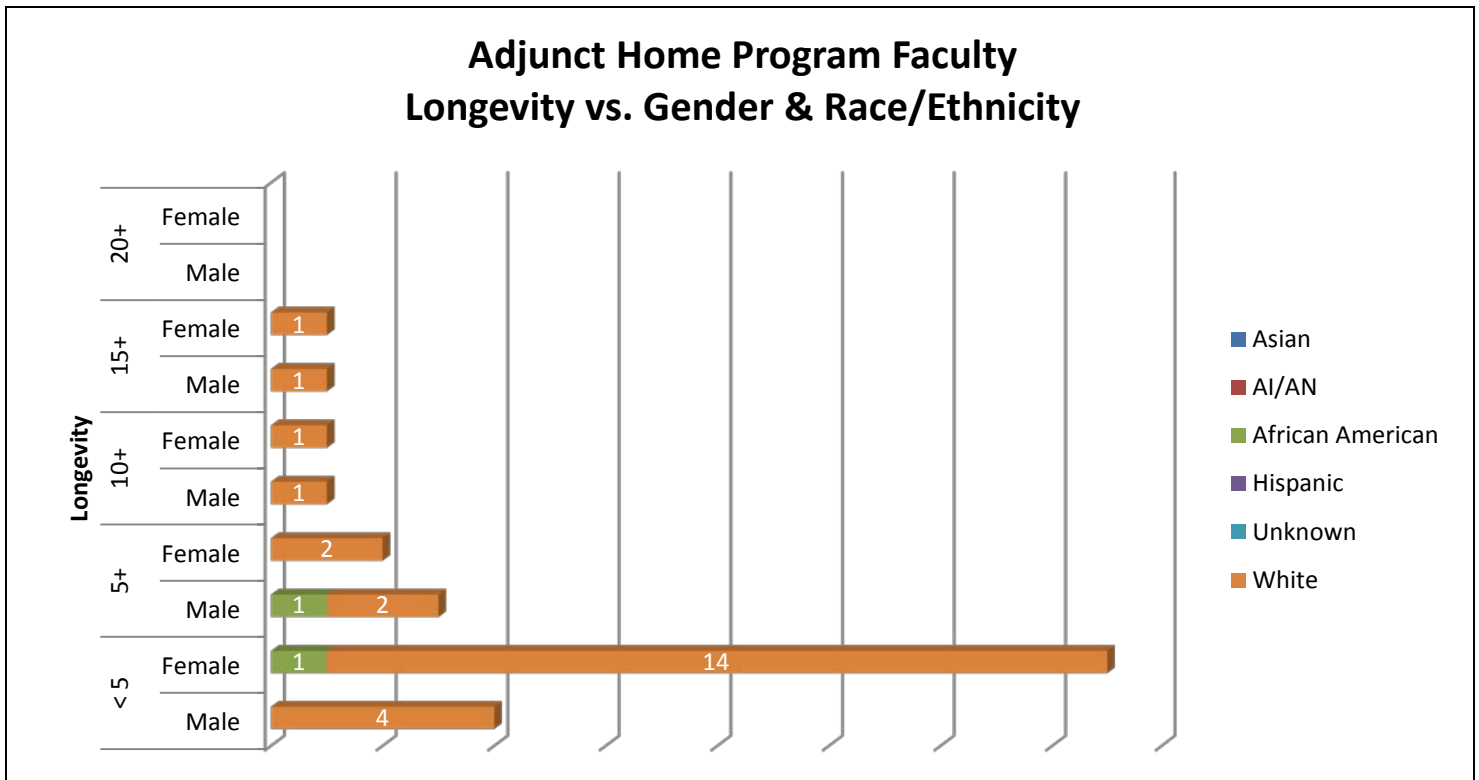
Ethnicity	Gender	
	Female	Male
Asian	1	0
AI/AN	0	0
African American	0	1
Hispanic	0	1
Unknown	0	0
White	5	3
Total	6	5

Longevity	
< 5	5
5+	4
10+	1
15+	0
20+	1
Total	11

NOTE: Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13

Source: IR Faculty Access Database, Adjunct Master List, fall 2012 and spring 2013 faculty workload raw data pulled 15-Feb-13

Chart 7



Ethnicity	Gender	
	Female	Male
Asian	0	0
AI/AN	0	0
African American	1	1
Hispanic	0	0
Unknown	0	0
White	21	9
Total	22	10

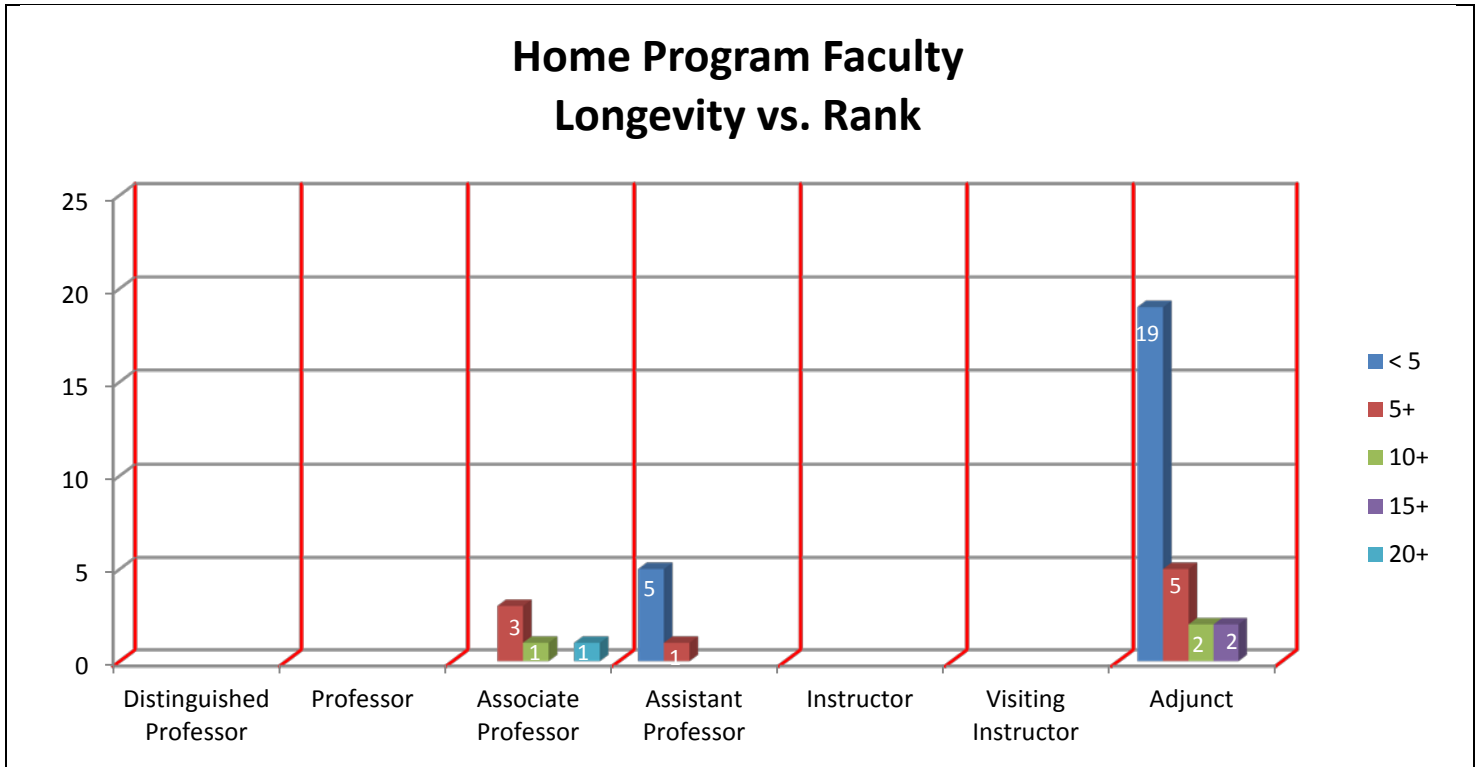
Longevity	
< 5	19
5+	5
10+	2
15+	2
20+	0
Total	28

NOTE: Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13

*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time as an adjunct cannot be determined

Source: IR Faculty Access Database, Adjunct Master List, fall 2012 and spring 2013 faculty workload raw data pulled 15-Feb-13

Chart 8



Rank	
Distinguished Professor	0
Professor	0
Associate Professor	5
Assistant Professor	6
Instructor	0
Visiting Instructor	0
Adjunct	23
Staff/Adjunct	4
Adjunct - 16+	5
Professor Emeritus	0
Total	43

Longevity	
< 5	24
5+	9
10+	3
15+	2
20+	1
Total	39

NOTE: Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13

*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time as an adjunct cannot be determined

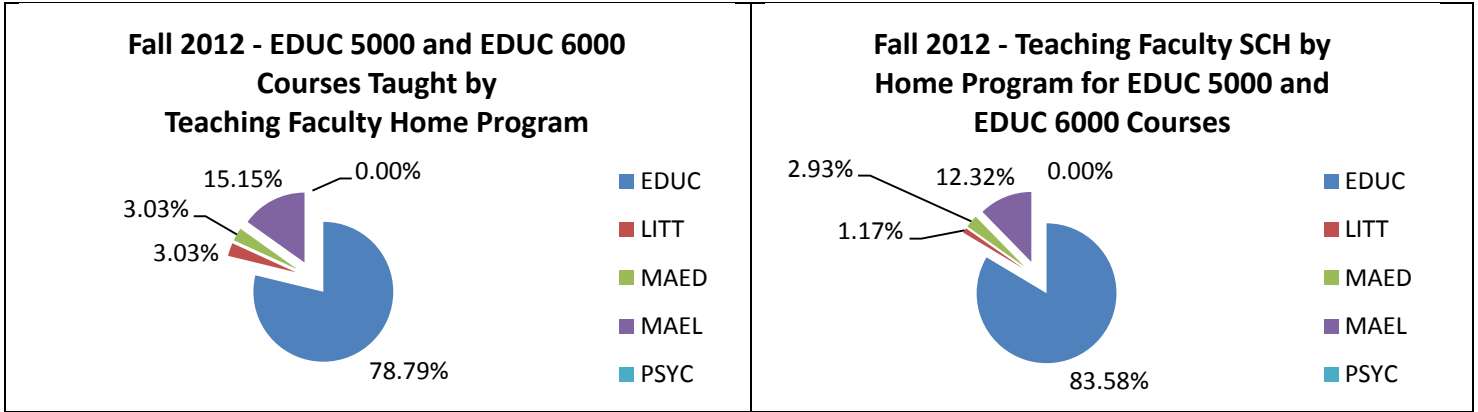
Source: IR Faculty Access Database, Adjunct Master List, fall 2012 and spring 2013 faculty workload raw data pulled 15-Feb-13

[Attach Appendix of Faculty Activity – from Sedona]

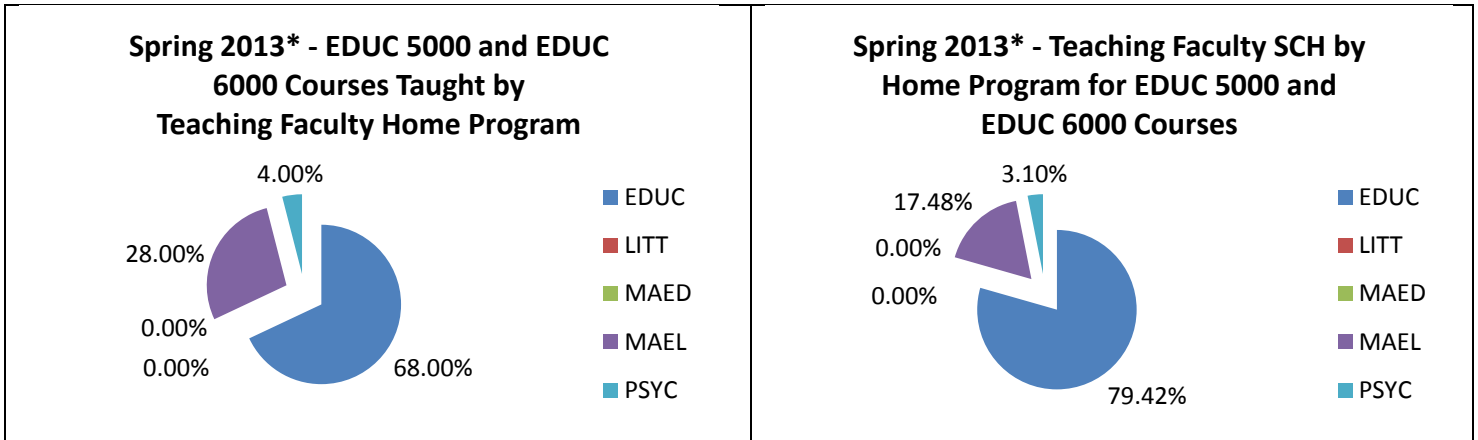
M.A. in Education (MAED) - 2012/13 Director's Report

EDUC 5000 & EDUC 6000 Teaching Faculty Complement – AY12-13 Teaching Faculty Chart 9

AY12-13



Teaching Faculty Home School Fall 2012	# of Faculty	# of Courses	% of Courses	SCH	SCH %
EDUC	14	26	78.79%	855	83.58%
LITT	1	1	3.03%	12	1.17%
MAED	1	1	3.03%	30	2.93%
MAEL	2	5	15.15%	126	12.32%
PSYC	0	0	0.00%	0	0.00%
Total	18	33	100.00%	1023	100.00%



Teaching Faculty Home School Spring 2013	# of Faculty	# of Courses	% of Courses	SCH	SCH %
EDUC	10	17	68.00%	768	79.42%
LITT	0	0	0	0	0.00%
MAED	0	0	0	0	0.00%
MAEL	4	7	28.00%	169	17.48%
PSYC	1	1	4.00%	30	3.10%
Total	15	25	100.00%	967	100.00%

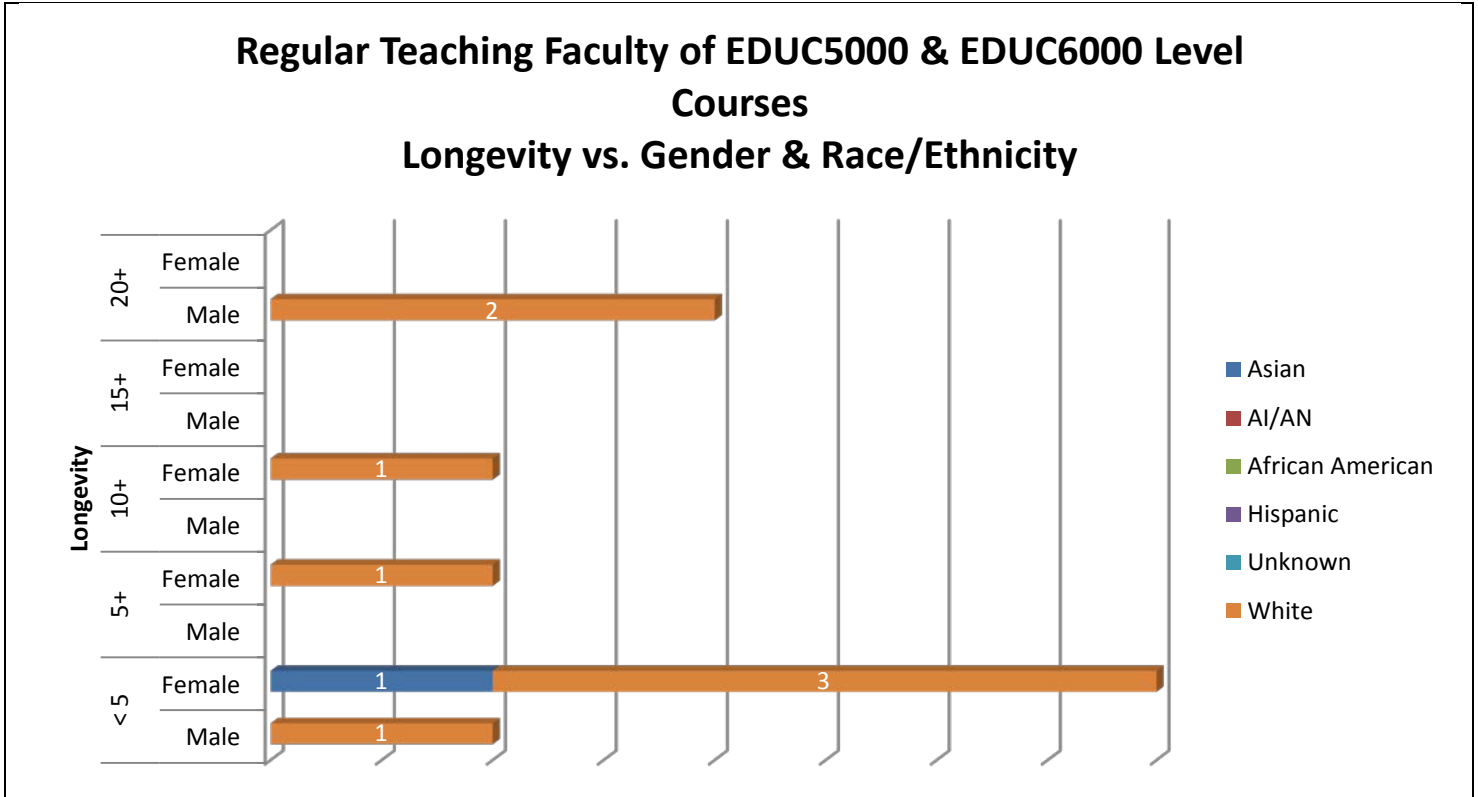
NOTE: Fall 2011 and Fall 2012 include EDUC 5989, taught by Edward Reading, but additional courses taught by this faculty member are not included as they belong to the Substance Awareness program BASK Courses are included in GENS counts. Cross-listing of courses was not taken into consideration.

*Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13

M.A. in Education (MAED) - 2012/13 Director's Report

SOURCE: Faculty Workload Raw Data Reports, fall 2011, spring 2012, fall 2012 & spring 2013

Chart 10

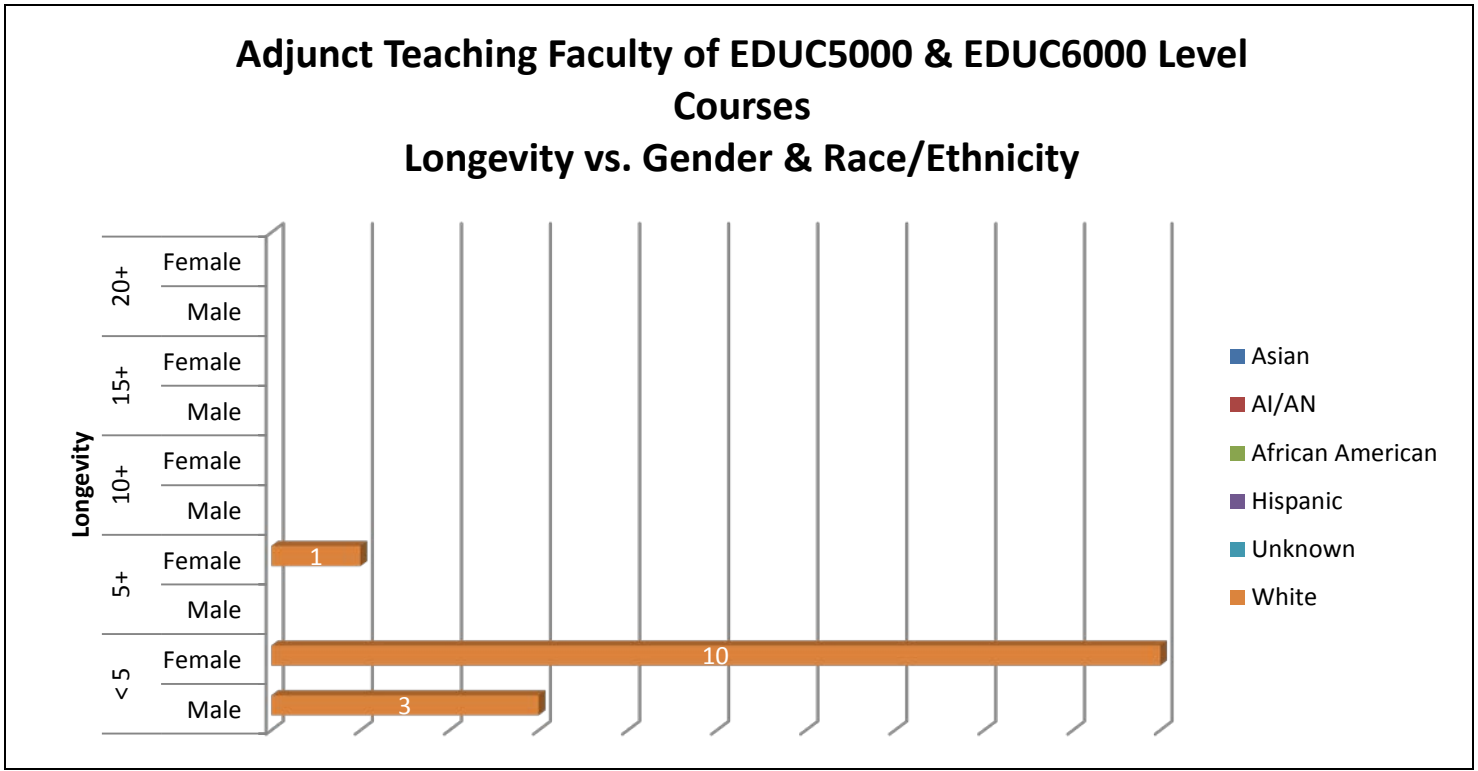


Ethnicity	Gender	
	Female	Male
Asian	1	0
AI/AN	0	0
African American	0	0
Hispanic	0	0
Unknown	0	0
White	5	3
Total	6	3

Longevity	
< 5	5
5+	1
10+	1
15+	0
20+	2
Total	9

NOTE: Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13
 Source: IR Faculty Access Database, Adjunct Master List, fall 2012 and spring 2013 faculty workload raw data pulled 15-Feb-13

Chart 11



Ethnicity	Gender	
	Female	Male
Asian	0	0
AI/AN	0	0
African American	0	0
Hispanic	0	0
Unknown	0	0
White	11	3
Total	11	3

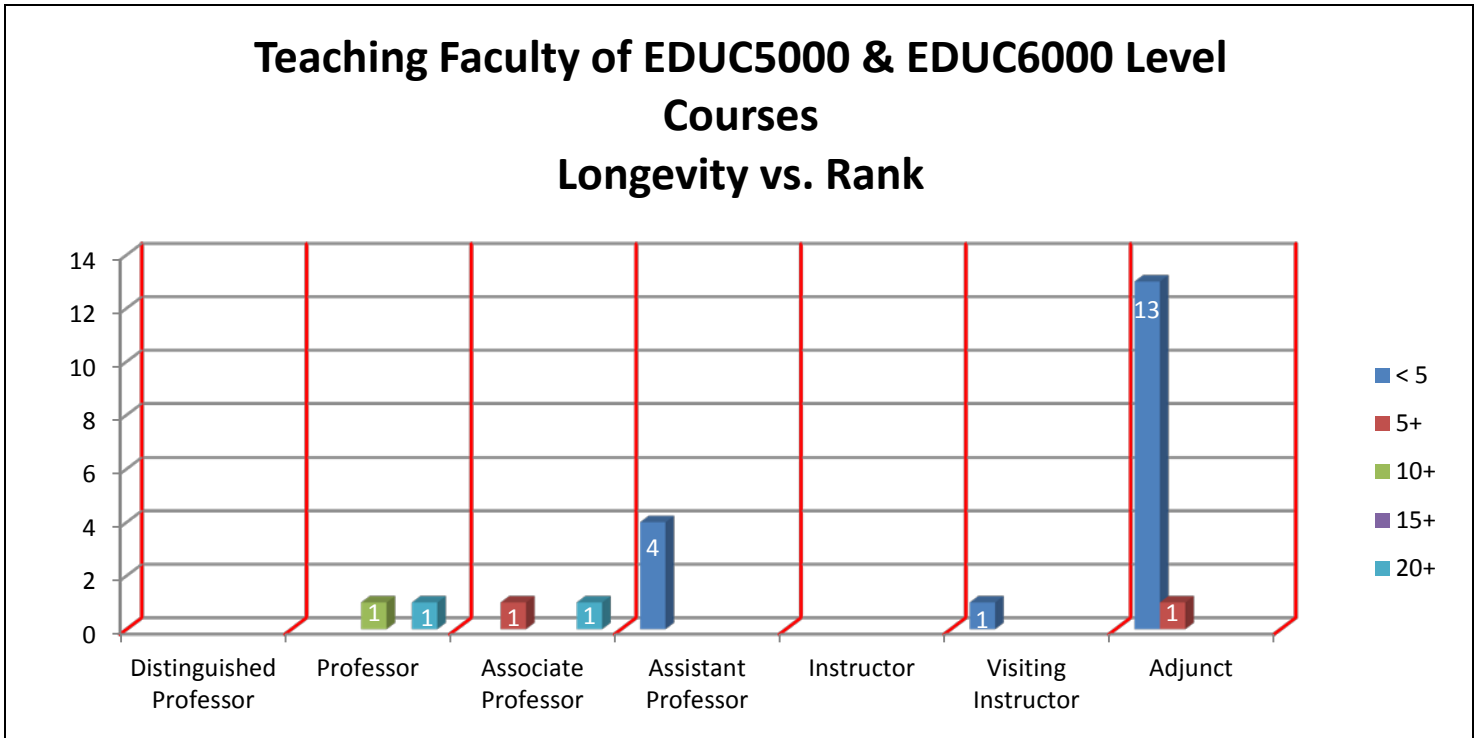
Longevity	
< 5	13
5+	1
10+	0
15+	0
20+	0
Total	14

NOTE: Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13

*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time as an adjunct cannot be determined

Source: IR Faculty Access Database, Adjunct Master List, fall 2012 and spring 2013 faculty workload raw data pulled 15-Feb-13

Chart 12



Rank	
Distinguished Professor	0
Professor	2
Associate Professor	2
Assistant Professor	4
Instructor	0
Visiting Instructor	1
Adjunct	13
Staff/Adjunct	0
Adjunct - 16+	1
Professor Emeritus	0
Total	23

Longevity	
< 5	18
5+	2
10+	1
15+	0
20+	2
Total	23

NOTE: Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13

*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time as an adjunct cannot be determined

Source: IR Faculty Access Database, Adjunct Master List, fall 2012 and spring 2013 faculty workload raw data pulled 15-Feb-13

M.A. in Education (MAED) - 2012/13 Director's Report

Director Comments about Faculty Complement and Faculty Activity:

Although we continue to be a fairly new faculty complement in a 40+ year old College, the MAED program is pleased by its ongoing commitment to achieving diversity in its recent hiring. Despite the practitioner field dominated by majority race and female candidates, we will continue to seek diverse faculty to further strengthen our program.

Faculty have continued to demonstrate impressive commitment to teaching, scholarly activity and service activities, as noted in the faculty activity report summaries below. The MAED faculty incorporate graduate and undergraduate students into our scholarly work, and will be apportioning an increasing role to the learning outcomes data of our masters' candidates' pupils as these data become more available to us in the near future.

Faculty activity from Sedona in 2012 with 2013 updates:

Presentations

	Year	Conference	Member	Title	Refereed
1	2012	NJEdge Best Practices Faculty Showcase	Cydis, Susan	How Clickers Impact Student Learning and Outcomes	Yes
2	2012	ANJEE	Ervin, Jeremy	Implementing national EE curricula in science methods course	
3	2012	Crossroads for Science Education Conference	Ervin, Jeremy	Science for All: Inquiry Strategies for Scientifically Literate Citizens	Yes
4	2012	NSTA	Ervin, Jeremy	Science for All	
5	2012	New Jersey Department of Education Grant Conference	Ervin, Jeremy	Analyzing Mock Teaching Through Video Feed	
7	2012	Water Education: Developing 21st Century Solutions Conference	Ervin, Jeremy	Implementing Project Water Education for Teachers (WET) Training into Educational methods Courses.	
10	2012	Imagine the Impact: Providing a learning Journey for All Conference	Lebak, Kimberly	Using Video to Develop Reflective Capacity in Pre-service Teachers	Yes
11	2012	Non Satis Scire: To Know is Not Enough conference	Lebak, Kimberly	Developing Pre-service Science Teachers in Video Centered Communities of Practice	Yes
12	2012	Non Satis Scire: To Know is Not Enough conference	Lebak, Kimberly	Developing Reflective Capacity through the Action Research Process	Yes
13	2012	Re-Imagining Research in 21st Century Science Education for a Diverse Global Community Conference	Lebak, Kimberly	Developing Reflective Practitioners in Video Centered Communities of Practice	Yes
14	2012	Building a Secure World Through International Education Conference	Spitzer, Lois	Language: An Integral part of the Internationalized Curriculum	Yes
15	2012	Networking for Professional Academics in the Arts and Humanities Conference	Spitzer, Lois	Language: An Integral part of the Internationalized Curriculum	Yes
16	2012	Imagine the Impact: Providing a learning Journey for All Conference	Tinsley, Ronnie	Using Video to Develop Reflective Capacity in Pre-service Teachers	Yes
17	2012	Non Satis Scire: To Know is Not Enough conference	Tinsley, Ronnie	Developing Pre-service Science Teachers in Video Centered Communities of Practice	Yes

M.A. in Education (MAED) - 2012/13 Director's Report

18	2012	Non Satis Scire: To Know is Not Enough conference	Tinsley, Ronnie	Developing Reflective Capacity through the Action Research Process	Yes
19	2012	Re-Imagining Research in 21st Century Science Education for a Diverse Global Community Conference	Tinsley, Ronnie	Developing Reflective Practitioners in Video Centered Communities of Practice	Yes

Grant

	Year	Funding Source	Member	Title	Refereed
1	2012		Ervin, Jeremy	Provost's Faculty Opportunities Fund	
	Year	Target	Member	Title	Refereed
1	2012		Ervin, Jeremy	Gardening for growth: Reformed teaching practices to encourage scientifically literate students	
2	2012		Ervin, Jeremy	Inquiry strategies in higher education to enhance scientifically literate citizens	
3	2012	Cultural Studies of Science Education	Ervin, Jeremy	Plagiaristic knowledge in the science classroom.	

Spitzer, L. & Karavackas, I. (2013, May). *Convergence of Will: Administrative and Faculty Contributions to Comprehensive Internationalization*. Poster Session at 2013 NAFSA Conference, Saint Louis, Missouri.

Spitzer, L., Cordero-Roman, A. (2013, June). Language Study: A Necessary Part of the Internationalized Curriculum. *Multicultural Learning and Teaching*. 8, 1, 81–92.

Spitzer, L. & Hollander, Sharon. (2013, May) *Autism Spectrum Disorders and Bilingual/ESL Students*. Invited to present at 2013 NJTESOL/NJBE Conference, New Brunswick, NJ.

Program's Community Engagement for 2012-13:

1. As you may know, Stockton is one of xxx institutions around the country that has been awarded the Carnegie classification for Community Engagement (see link at Stockton Center for Community Engagement website). Please report below any Stockton sponsored community partnership activities in which your program has participated. Please discuss which Stockton and Community groups/individuals collaborated, what the purpose of the collaboration was, and any outcomes achieved this year.

The MAED faculty members have been engaged in multiple projects within the community. This year faculty members partnered with school districts to offer professional development, coaching, and on-site courses. The following faculty members engaged in the following partnership activities:

- Kim Lebak, Norma Boakes – multiple districts – Danielson
- Kim Lebak –Egg Harbor City School District – Danielson, Instructional practice
- Kim Lebak, Norma Boakes, MATH faculty – Math Science Partnership
- Shelly Meyers – Arc of Atlantic County
- Kim Lebak, Shelly Meyers, Susan Cydis, Priti Haria – Pleasantville Schools
- Priti Haria – Headstart Preschools in Lehigh County, PA (future Atlantic City, NJ)
- Lois Spitzer - Vineland

M.A. in Education (MAED) - 2012/13 Director's Report

2. Also relevant to the Carnegie classification for Community Engagement are activities done by individuals at Stockton. Such as volunteer work, serving on boards of non-profit agencies, etc. Please report on any such activities you are aware of for individuals in your unit.

Note: No service activity has been recorded in Sedona for 2012-13.

M.A. in Education (MAED) - 2012/13 Director's Report

Program Learning Outcomes Assessment Summary for 2012-13:

Objectives	Measure(s)	Result(s)	Interpretation(s)	Action(s)
1. Build and integrate content area knowledge in practice	All students hold valid teaching certificates, high GPAs and completed MATs, Lesson plans	100% certificates, six completers under GPA (old licensure standards) and several missing MAT scores	Strengthen admissions process to ensure that all candidates meet entry requirements	
2. Implement effective pedagogical strategies into practice	Pedagogy Course GPAs Assessment of Teaching Performance by Framework for Teaching Exit Surveys	All program completers exceeded the program standard of 3.0 Program completers exceeded the 2.0 standard (out of 4 point scale) set by faculty	Continue to collect data and analyze results to continue to establish reliability.	
3. Effectively engage their students in classroom instruction that supports their students' academic achievement	Comparison of teaching performance between pre and post videos submitted by program completers.	Significant gains were observed between pre and post teaching performances	Continue to collect data and analyze results to continue to establish reliability.	
4. Apply educational theory and research into their practice	Action Research Paper Scores	The majority of program completers exceeded the minimum standard of 2 or greater (4 point scale) on all scored components.	Continue to collect data and analyze results to continue to establish reliability.	
5. Demonstrate a commitment to professionalism through caring relationships,	Educational Research/Capstone Course Grades Exit Survey Data	The mean GPA of program completers exceeded the 3.0 standard set	Continue to collect data and analyze results to continue to establish	

M.A. in Education (MAED) - 2012/13 Director's Report

reflective teaching practices and involvement in learning communities		by the faculty.	reliability.	
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See Appendices:

- A – TEAC Inquiry Brief Case Analysis
- B – TEAC Audit Summary
- C – TEAC Panel Recommendation

Director Comments about Learning Outcomes Assessment Table:

The TEAC self-study process (Inquiry Brief) provided the MAED faculty with an opportunity to closely examine every aspect of our program, including intense scrutiny on student learning outcomes. As a post-certification program dedicated to adding value to the student learning that a master teacher can effect, we strive to document MAED student progress with several reliability-tested rubrics that gauge authentic masters student performance. Faculty apply these measures to both, video archives of actual teaching demonstrations and to written artifacts that include a research paper and related action-research Capstone project.

We augment these direct forms of evidence with student responses to an exit survey and with a follow-up alumni survey to gather indirect evidence on the students' confidence levels, post-completion. In examining three consecutive years of these performance data, the MAED faculty asserted without hesitation that we are meeting our accreditation claims, which were reaffirmed unanimously by our audit team, our stakeholder survey results, the TEAC staff and expert panel hearing and ultimately, the TEAC Committee on Accreditation itself, which voted to grant seven years of unconditional accreditation with no weaknesses or stipulations.

Program's Annual Activity Plans for 2013-14:

Describe anticipated initiatives, goals, resource needs, and unique budget items for the year ahead and, if applicable, longer term plans beyond the upcoming year.

Goals for 2013-2014 Academic Year

1. Establish a cohort of teachers in Vineland
 During the 2013-2014 academic year, the MAED program will partner with Vineland School District to offer the Bilingual/Bicultural endorsement track at their location. Dr. Lois Spitzer will take the lead in this initiative and will teach the first class in September, 2013. We will work with students to apply to the MAED program during Fall, 2013.

2. Finalize merger of MAEL with MAED
 In September, 2013 MAEL will be merged with the MAED program. Enrollment concerns for MAEL led faculty to determine that moving MAEL under the MAED program with the option for educational leadership certifications, both supervisory and principal, would be more viable for the future of the program. The 2013-2014 academic year will be a transitional year as current

M.A. in Education (MAED) - 2012/13 Director's Report

MAEL students complete the MAEL program and future educational leadership candidates begin the MAED program.

During the 2013-2014 academic year, faculty will work to develop a comprehensive assessment system with the goal of completing a 2014 annual TEAC report complete with student data from students completing educational leadership endorsements.

3. Teacher Leader Track

During the 2013-2014 academic year, faculty will develop a proposal for a teacher leader track to meet NJDOE certification requirements for teacher leaders to be approved for September, 2014. The teacher leader track will be comprised of both for-credit courses and professional development hours.

4. Hire a Special Education faculty member

In Spring, 2012 and Fall, 2012 two faculty members retired from Stockton College. Both Dr. Norma Blecker and Dr. Rita Mulholland taught predominantly in the MAED SPED program. Dr. Priti Haria was hired and began service in Fall, 2012, however, the need still exists to fill one position. Therefore, a timeline for the 2013-2014 academic year has been established to search for a new faculty member for special education.

[Attach Appendices, if desired (such as SWOT, budget worksheet, addenda)]

Dean's Comments:

The MAED Director has demonstrated outstanding leadership in what proved to be an extremely demanding year of change agendas (the decline in degree-seeking applicants, the internal reorganization in response to student demands, and the simultaneous external waves of state and national teacher reform in common core curriculum, in performance evaluation and in pupil learning outcomes, to name just a few). With unwavering commitment to leading a shared faculty project in comprehensive program review, Dr. Lebak not only achieved the end goal of earning unconditional seven-year accreditation for MAED, but also fundamentally strengthened her colleagues' shared commitment to its ongoing success and to each other. Furthermore, she accomplished these goals while simultaneously reversing the previous year's enrollment trend in degree-seeking applications. Her singular dedication to professional development, grants and partnerships have all contributed to this success. Dr. Lebak and all of the MAED faculty are to be commended for their outstanding work over this past year in particular.

M.A. in Education (MAED) - 2012/13 Director's Report

Process for completing the Template:

1. Institutional Research completes the data charts by May 1; sends to Deans
2. Grants Office assists in providing Sedona appendices
3. Deans forward the data laden template to Program Coordinators
4. Program Coordinators add their reflections and any appendices by June 30
5. Program Coordinators send report to appropriate Deans.
6. Deans send copies to Provost's Office and IR for aggregate reporting

*Please contact Maria Spade in Institutional Research & Planning with questions regarding the template.

Email: Maria.Spade@stockton.edu

Phone: x3459