

**MAED Director Report  
2010-2011  
Submitted by Kimberly Lebak, Ed.D, Director**

**Goals from Academic Year 2010-11**

**The following goals were outlined in the 2009-2010 MAED Director's Report. In this section, I report on our progress towards those goals.**

*1. Collect and Analyze MAED Assessment Data*

Our first goal for the 2010-2011 academic year was to continue to refine our MAED assessment system. During the 2009-2010 academic year the MAED faculty adopted the Danielson Framework as the overarching assessment framework for the MAED program. As part of the framework we adopted Domain 1-4 rubrics to use as our assessment instruments. The validity of these rubrics has been established through national studies. During the 2010-2011 academic year we worked to establish inter rater reliability between faculty members using the Domain 1, 2, and 3 rubrics. We have collected lesson plans and teaching performances on our graduates and are in the process of scoring these assessments using the rubrics. We have also analyzed course grades, exit survey data, and the action research capstone project. The results of this analysis will be reported in the Program Learning Assessment table. We further developed an admissions rubric which we began using in September, 2010.

*2. Monitoring Enrollment Trends*

The second goal was to monitor changing enrollment numbers. The change in the current fiscal situation at the state level, especially decreasing budgets in P-12 public schools, has had an impact on MAED enrollment. Due to the budgetary constraints, there has been a significant decrease in the funding of graduate coursework for our community teachers. During the 2010-2011 academic year we closely monitored enrollment numbers and the current employment status of our students in order to be responsive to student needs.

One identified trend was a change in the employment status of MAED students. Five years ago, all of our graduate students were practicing teachers, attending graduate school to grow as practitioners. Today, roughly a third of our students are unemployed, attending graduate school to add endorsements, in order to become more marketable. As a result of the change in population of our students, this year the MAED faculty closely analyzed the tracks our students pursue. We found a decrease in the number of students pursuing math, language arts/literacy, and science content areas and an increase in tracks

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leading to endorsements. As a result of our analysis, the following changes were made to the structure of our current program.

- The faculty streamlined the degree programs to three tracks: Curriculum, Instruction, and Assessment track, Special Education track, and Reading Specialist Track. The new Curriculum, Instruction, and Assessment track provides students with greater flexibility in their course scheduling.
- The faculty has also added additional courses sections in the areas of Special Education and ESL in response to the growing enrollment in those areas.

In addition to curricular changes, we have worked to recruit students through a variety of methods. We have successfully targeted recent graduates from our undergraduate program. In addition, we have advertised through the ETTC listserve which reaches 15,000 teachers. Finally, I have met with area school administrators to promote our MAED program.

3. *Implementation of the Reading Specialist Certificate Program*

Our final 2010-2011 goal was to implement the Reading Specialist Certification program. Under the leadership of Dr. Norma Blecker, a reading specialist certificate program began in September, 2010. The Reading Specialist Certificate is comprised of courses from the current SPED track, LAL track, and ESL track. In addition, new courses were developed and offered as part of the program this past year.

**Fall Graduate Enrollment Tables**

Major Program	Fall 2009		Spring 2010			Fall 2010		Spring 2011				
	PT	FT	PT	FT	NM	PT	FT	PT	FT	NM		
	216	4	221	6		234	13	184	15			
School	Fall 2009			Spring 2010			Fall 2010			Spring 2011		
	PT	FT	NMAT	PT	FT	NM	PT	FT	NMAT	PT	FT	NM
	477	187	82	437	181	69	507	197	113	458	221	64

**Summary of Courses Taught by Program Faculty**

Total Course Enrollments	FA 2009			SP 2010			SU 2010			FA 2010			SP 2011		
	Stu	Reg	Adj	Stu	Rg	Adj	Stu	R	A	Stu	Rg	Adj	Stu	Rg	Adj
EDUC 5151				13		1									
EDUC 5152				19		1							12		2
EDUC 5153	19		1							14		2			
EDUC 5184				14		1							11		1
EDUC 5201	12		1										19	1	
EDUC 5202	8		1							19	1				
EDUC 5203				14	1								19	1	
EDUC 5204				15	1								16		1

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EDUC 5205							13		1	17	1				
EDUC 5310										7		1			
EDUC 5312				6		1									
EDUC 5313	10		1												
EDUC 5320	20	1					13		1	24	1				
EDUC 5321				25	1		9	1		23	1				
EDUC 5330	43	1	1	21	1					24	1		27	1	
EDUC 5331	25	1					23	1		25	1				
EDUC 5334	39	1	1	21	1					20	1		27	1	
EDUC 5335				23	1		15	1					28	1	
EDUC 5336	25	1		24	1					19	1		23	1	
EDUC 5337				25	1		19	1					25	1	
EDUC 5338	16	1								17	1				
EDUC 5339				25	1								17	1	
EDUC 5340				10	1					22	1		9	1	
EDUC 5350										10	1				
EDUC 5351				12	1										
EDUC 5353	16	1		2	1										
EDUC 5354								8	2				9	1	
EDUC 5365													7	1	
EDUC 5370	15	1								9	1				
EDUC 5371										15	1				
EDUC 5372				13	1								14	1	
EDUC 5373													18	1	
EDUC 5375										19	1				
EDUC 5410				9		1	15	2		16		1			
EDUC 5415							12	1							
EDUC 5420	17		1							10		1			
EDUC 5430													9	1	
EDUC 5431													10		1
EDUC 5800	1	1					1		1	2	2		1	1	
EDUC 5802	12	1													
EDUC 5910	30	2								44	3				
EDUC 5920				30	2								45	4	
EDUC 5989										14		1			
EDUC 6110	26		1	9		1				9		1			
EDUC 6120				23		1							10		1

**Summary of Degrees Granted**

	FA08	SP09	SU09	FA09	SP10	SU10	FA10	SP11
Degrees Granted	9	16	3	3	23	0	1	31

**Director Comments about Course Enrollment, Degrees Granted Tables and other curriculum/teaching issues:**

[Use this space to reflect on the course and degrees tables above, as well as on any applicable teaching innovations; curricular changes including delivery mode, track and certificate development; capstone experience, etc.]

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### **Curricular Changes**

During the 2010-2011 academic year, MAED faculty members experimented with different modes of delivery. The special education track faculty members were especially innovative in offering multiple modes of instructional delivery. During Fall, 2010 four classes were offered as a hybrid. During Spring, 2011 six courses were offered as a hybrid. In addition, a total of 31 off-campus courses were offered during the 2010-2011 academic year.

In our exit survey, we gathered survey data regarding our students' preferences for delivery modes based upon the curriculum changes. In the exit survey, 69% of students indicated a preference for face-to-face delivery, 20% for hybrid, and 11% on-line. This data will be used by the MAED faculty to inform future directions of instructional delivery.

### **Track Development**

A taskforce met during the year to study the enrollment data. The taskforce recommended that the current Generalist, LAL, Math, and Science tracks be merged into one Content, Instruction, and Assessment track. The design of the track will allow for maximum flexibility for students. The Content, Instruction, and Assessment track will consist of three core pedagogy courses and two research courses. Five courses will be taken from a list of EDUC content courses. The remaining two courses will be elective courses that can be taken from all available graduate courses. A curriculum worksheet for the Content, Instruction, and Assessment track can be found in Appendix 1.

### **Capstone Report**

The MAED program had a record number of Capstone projects completed by graduate students. Student presented their research at the MAED Showcase on April 20, 2011. The following chart summarizes the Capstone projects.

<b>Student</b>	<b>Capstone Project Title</b>
Azzarano, Brian	The Benefits of Using Cooperative Learning in Elementary Mathematics
Baldwin, Tara	Readers' Theater: An Instructional Strategy for Comprehension
Blaine, Janice	The Effect of WebQuests as an Instructional Tool for Paragraph Writing
Brathwaite, Brenda	Co-Teaching: Where Do You Begin and How Does it Work?
Cocuzza, Cathleen	Building Relationships with Students Through Games
Conover, Matthew	Using Student-Centered Learning to Increase Engagement

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Corcoran, Brian	The Effects of Educational Games Learning Disabled Students
Corson, Amy	The Effect of Graphic Organizers to Improve Mathematical Problem Solving Skills in a Sixth Grade Classroom
Costello, Joseph	Using Computer Based Instruction in an Algebra I Remediation Course
Dashkavich, Jana	Strategies for Student Engagement and Student-Centered Learning
Davis, Angela	Using Guided Reading to Increase Reading Comprehension
Goldberg, Alan	Interactive Response System and Mental Math Abilities in 8th Grade Students with Learning Disabilities
Guyon, Greg	The Use of Personal Response Systems to Improve Outcomes in High School Students with Learning Disabilities
Hamler, Penny	To What Extent does the use of Flip Cameras Promote Oral Language through Memoir Writing in a Third Grade Classroom?
Hartney, Judy	The Effects of Using Graphic Organizers to Improve Mathematical Problem- Solving
Heenan, Sadye	Using Digital Storytelling to Improve Narrative Writing with Third Grade Students
Hurley, Elizabeth	Reading Strategies in Science Class
Kaye, Tiffany	Integrating Literacy Skills into Five Credit Biology to Improve Critical Thinking
Keeler, Deb	To what extent does Kurzweil Impact the Ability to Clearly Write
Kennedy, Heather	The Effects of Using Video Modeling to Improve Oral Language and Listening Comprehension
Koch, Caroline	The Effects of Educational Technology on Adult English Language Learners
McCurdy, Andrew	Using Technology to Improve Prewriting Skills for Students with Learning Disabilities
Mc Parland, Tom	The Role of Resistance, Relationships, and Empowerment on Student Motivation
Meister, Tracey	Collaborative Writing in the Third Grade Classroom
Milstead, Doug	Read Aloud: Teaching Struggling Readers Comprehension Skills
Nazerok, Karen	Questioning
Pizagno, Tamara	Formative Assessments for Language Arts

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Prendergast, Karen	Fluency Strategies that Work
Price, Brenda	Express Yourself: Focusing on the Intended Meaning in Kindergarten Writing
Silverberg, Christine	Cooperative Learning and Writing in the Elementary Classroom
Smolens, MaryFrancis	Multi-Modal Teaching in Mathematics
Wallowitch, Christina	The Effectiveness of Supplemental Mathematics Vocabulary Instruction with the Use of Graphic Organizers in Solving Multi-Step Word Problems in a Third Grade Inclusive Classroom

**Faculty Complement Tables: (pre-filled by Institutional Research)**

	Rank	Hire Date	Gender	Race/Ethnicity
Blecker, Norma	ASSOC	2004	F	W
Bosch, Sherry	ADJ	2009	F	W
Carlin, Lisa	ADJ	2009	F	W
Caro, Ronald	ASST	2006	M	H
Cerreto, Frank	PROF	1976	M	W
Cole-Woodson, Linda	ADJ	2009	F	AA
Dougherty, Dorothy	ADJ	2010	F	W
Feinberg, Judith	ADJ	2007	F	W
Furgione, David	ADJ	1992	M	W
Gianotti, Patricia	ADJ	2009	F	W
Gruccio, Barbara	ADJ	2009	F	W
Houck, Amy	ADJ	2011	F	W
Hussong, Marion	ASSOC	2002	F	W
Jasinski, Patricia	ADJ	2008	F	W
Lebak, Kimberly	ASSOC	2005	F	W
Martin, Rachel	ASSOC	2006	F	W
Meyers, Shelly	ASST	2008	F	W
Mulholland, Mary Rita	ASST	2006	F	W
Murphy, Peter	ADJ	1992	M	W
O'Hanlon, Erin	ADJ	2009	F	W
Quinn, John	ASSOC	1990	M	W
Reading, Edward	ADJ	2010	M	W
Robinson, Brian	ADJ	2007	M	W
Rudnesky, Jr., Francis	ADJ	2008	M	W
Sharp, George	ADJ	2009	M	W
Spitzer, Lois	ASST	2008	F	W
Tinsley, Ronnie	ASSOC	2004	M	W
Williams, Carol	ADJ	2009	F	W

[Attach Appendix of Faculty Activity – from Sedona]

**Director Comments about Faculty Complement Table and Faculty Activity:**

[Use this space to reflect on faculty complement, faculty retention and development, faculty mentoring and recruitment, scholarly and creative activity, service and engagement, etc., if applicable.]

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MAED faculty were actively engaged in all aspects of the Stockton community. Faculty in MAED served on the Senate, Faculty Assembly committees, college-wide search committees, middle states accreditation teams, and college-wide taskforces. Notable activities included the hosting of 4<sup>th</sup> Annual Equity & Social Justice in Education Conference under the leadership of Dr. Ron Caro and Dr. Darrell Cleveland. Dr. Lois Spitzer was awarded a New Jersey Department of Education grant, "Sheltered Instruction Observation Protocol Institute." MAED faculty were also productive in the area of scholarship. MAED faculty had fifteen presentations at national and international conferences. MAED faculty had six publications accepted during the academic year. A matrix of MAED faculty scholarship activities can be found in Appendix 2.

### Program Learning Outcomes Assessment Summary for 2010-11:

Objectives	Measure(s)	Result(s)	Interpretation(s)	Action(s)
Our graduates demonstrate proficiency in pedagogical content knowledge in the content area in which they teach.	Admission Criteria	Of the 31 graduates, 29 out of 31 met the admission criteria set forth by the faculty.	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 scored utilizing the Danielson rubric indicated an average score of 1. This score is deemed unacceptable.	GPA of content focused courses of graduates and Exit Survey results indicate proficiency of pedagogical content knowledge in area that they teach.	During the 2011-2012 academic year, faculty will adopt a lesson plan model for all graduate students. Lesson plans will be collected in a designated content courses and the capstone course.
	Content Focused Course Grades	Graduates earned an average 3.9 GPA on all content courses.	Evaluation by the faculty of lesson plans indicate the need to develop an acceptable structure for graduate level lesson planning.	
	Exit Survey	Exit Survey results indicate that 89% of graduates strongly agree or agree that the MAED program was instrumental in helping develop knowledge of content and pedagogy.		
Our graduates	Videotapes of	Not available	Course grades and	

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<p>demonstrate the ability to convert pedagogical content knowledge into instruction to meet the needs of a diverse population.</p>	<p>teaching performance</p> <hr/> <p>Pedagogy Course Grades</p> <hr/> <p>Exit Survey</p>	<p>(Assessment is not complete at this time)</p> <hr/> <p>Graduates earned an average 3.87 GPA on all pedagogy courses.</p> <hr/> <p>Exit Survey results indicated that 89% 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>exit survey results indicate our graduates demonstrate the ability to convert pedagogical content knowledge into instruction to meet the needs of a diverse population.</p>	<p>graduate's teaching performance through video.</p> <hr/> <p>Continue to collect and analyze course grades in pedagogy coursework.</p> <hr/>
<p>Our graduates demonstrate reflective practice through action research on their own teaching and student learning.</p>	<p>Final Action Research Capstone Paper</p> <hr/> <p>Capstone Showcase</p> <hr/> <p>Research/Capstone Grades</p> <hr/> <p>Exit Survey</p>	<p>Graduates scored an average action research capstone score of 30.3 out of a possible 32 points on the capstone rubric.</p> <hr/> <p>All graduates successfully presented their research at the Capstone Showcase.</p> <p>Program completers had a combined GPA of 3.97 in Research and Capstone.</p> <p>Exit survey results indicated 89% of graduates agree or strongly agree that the MAED program promotes reflective practice.</p>	<p>Triangulation of the assessment data collected for objective three indicates that our graduates demonstrated reflective practice through research.</p>	<p>Continue to work on developing a valid and reliable instrument for assessing the written action research capstone project.</p>



**Director Comments about Learning Outcomes Assessment Table:**

The MAED program has made significant strides in collecting and analyzing data during the past two years. Assessment data is collected through admission data, assignments in courses, course grades, a final action research capstone project and showcase, and an exit survey. The multiple assessments collected during a student's course of study provide multiple perspectives of a graduates' progress towards our objectives.

As analysis of the assessments collected on our graduates provides overall evidence that our MAED students are meeting the objectives set forth by the MAED faculty. As reported in the Program Learning Outcomes Assessment Summary table, 29 out of 31 students met the criteria for entrance to the MAED program. Course grade averages in the area of content, pedagogy, and research provides evidence of meeting the objectives. In the Action Research Capstone Projects completed during 2010-2011, students earned 30.2 out of a possible 32 points. This is a significant increase from 2009-2010, where students earned 28.3 out of 32 points. Finally, exit survey results provide evidence that our graduates are meeting our three objectives.

However, analysis of the data also provides information on an area of weakness. We have identified lesson planning to be an area in need of improvement. During the 2011-2012 academic year the faculty will develop a lesson planning structure and choose designated courses for lesson planning collection.

In addition, the MAED faculty will continue to work to establish the validity and reliability of the assessment instruments used.

**Director's Annual Activity Plans for 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 as system will make collecting and analyzing data a more manageable task.

**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.

### **3. Continue Validation of Assessment Instruments**

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.

### **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.

## 2010-11 Template for MAED Director's Report

Appendix 1: Content, Instruction, and Assessment Curriculum Worksheet

Appendix 2: Scholarship Matrix for MAED

## 2010-11 Template for MAED Director's Report

### Process for piloting the Template:

1. Institutional Research completes the data charts by May 31; sends to Deans
2. Grants Office assists in providing Sedona appendices (if available; Scholarly Reports if Sedona is not yet available) (on track for May 31?)
3. Deans forward the data laden template to Graduate Program Directors
4. Program Directors add their reflections and any appendices by June 30
5. Program Directors send report to appropriate Deans.
6. Deans send copies to Provost's Office and IR for aggregate reporting during pilot year (this will be manual during July-August 2011)

In 2011-12, the template will be replaced with an online form that collects and stores all data centrally, fields from which Grants, Provost, Deans, and Institutional Research Offices could assemble key reports:

- a. Annual Directors Report
- b. Aggregate Learning Outcomes Report
- c. Aggregate Scholarly Activity Report
- d. President's Report to the Board of Trustees

Deans will then have more of a "School-wide Dashboard" of analytic views and

### Comments from the Dean:

July 26, 2011: **Comments from the Dean of Education:** I concur with the analysis and reflective commentary provided by Dr. Lebak in this report. The MAED Program continues to be extremely successful in attracting quality and motivated students. Yet, there are cautionary indicators that we must *continually review our inputs and outcomes to insure that we are meeting the goals of the program. In particular, current economic times resulted in a decrease in graduate coursework funding for community teachers. Also, data shows that nearly 2/3 of our students today are unemployed and are taking courses to advance their job opportunities. On a positive note, growing enrollments in Special Education and ESL are evident and we have responded with additional sections. The following highlights of the program are made: The establishment of a Reading Specialist certificate program this year is noteworthy. Providing multiple modes of instructional delivery (particularly in our special education track) this year appeared to be beneficial for both students and faculty. Yet, nearly 70% of our graduates indicated a preference for "face to face" instruction. Faculty will be reviewing these survey results to inform future instructional modes. Work of the enrollment task force this year resulted in changes being made to establish one content, instruction, and assessment track. The scope and detail of Capstone projects this year were impressive. Faculty involvement in professional and community activities is equally impressive. Significant progress has been made regarding Learning Outcomes Assessment for the program and faculty members are encouraged to continue refining and "tweaking" multiple assessments and outcome data collection and analysis, particularly in the area of lesson planning. Finally, efforts to streamline the graduate admissions process need to be a priority of the School of Education and the School of Graduate and Continuing Studies.*

**Comments from the Dean of Graduate and Continuing Studies:** We all share knowledge of the turmoil and budgetary issues that are affecting public education in New Jersey. It has had a negative effect on our application numbers and enrollments. Enrollments, however, are still relatively strong and the interest in Special Education has grown considerably. I applaud the agility shown by MAED faculty in creating the needed coursework to support the growing interest in Special Education and ESL. The fact that one third of our enrollment now consists of unemployed teachers seeking endorsements must be noted. Given the number of unemployed teachers in the program, I believe it will be in the college's best interest to carefully review its Tuition Waiver policy to see how best to deal with this population.

I believe we are on the right track with our marketing and recruiting activities and the Graduate School staff will continue to work closely with the Dean of Education and the MAED Director in pursuing creative approaches to future marketing. I also believe the growth of hybrid courses will serve the program well. The MAED program has asked for important enhancements to the database management of critical information regarding their students and their progress. The Graduate School staff will assist with this process improvement. We will also be working on admission efficiencies over this next year.

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Scholarly Activity 2010-2011			
TYPE	SCHOOL	NAME	CITATION
Awards and Grants	EDUC	Boakes, Norma	Quantitative Reasoning Across the Disciplines Summer Institute participant
Awards and Grants	EDUC	Boakes, Norma	<i>Impact by the Shore- Improving Partnerships and Collaboration for Teaching</i> . Grant awarded to SRI-ETTC. Role: Grant Project Faculty
Awards and Grants	EDUC	Spitzer, Lois	Awarded Grant. New Jersey Department of Education. "Sheltered Instruction Observation Protocol Institute." Sep 2010.
Awards and Grants	EDUC	Spitzer, Lois	Awarded Grant. New Jersey Department of Education. "Sheltered Instruction Observation Protocol Institute." Sep 2010.
Board	EDUC	Boakes, Norma	<i>Association of Mathematics Teachers of New Jersey (AMTNJ)</i> - Elected to Executive Committee Member, Student Volunteer Chair for Annual Conferences & Assistant Editor of the NJ Mathematics Teacher Journal (of AMTNJ). *37 EDUC students served as volunteers for the 2010 Annual Conference.
Board	EDUC	Caro, Ron	New Jersey Association for Educational Technology (NJAET)-elected to Board
Board	EDUC	Caro, Ron	Stockton Veteran Advisory Board member
Boards	EDUC	Marchetti, Joseph	Asked to serve as Member. National Association of Student Personnel Administrators (NASPA) Region II Advisory Board. Two Year Term ending Jul 2012.
Boards	EDUC	Marchetti, Joseph	Invited Board Member. Gilda's Club South Jersey. Mar 2011.
Boards	EDUC	Mulholland, Rita	Chair, Governance Committee/Division of International Special Education and Services (DISES);_Responsible for carrying out the election process of the Corporation and for recommending amendments to the Constitution and Bylaws, as necessary. Responsible for recruiting and screening members and keeping everything staffed and functioning
Boards	EDUC	Spitzer, L.	Invited Member, 2020 Strategic Planning Initiative: Global Perspectives Team (2010-present)
Boards	EDUC	Spitzer, L.	Invited Member, American Council on Education Internationalization Lab (2010-present); M ember of two subcommittees- Internationalization of Courses & Faculty and Student Perceptions of Internationalization, Foreign Language Study.
Boards	EDUC	Spitzer, L.	Member, Search committee for Director of International Services (spring 2011).
Boards	EDUC	Spitzer, L.	Member- Internationalizing the Curriculum Committee (2009-present).
Boards	EDUC	Spitzer, L.	Invited Member, New Jersey State Advisory Committee on Bilingual Education (2010-present).
Boards	EDUC		Member- Stockton Advising Council (2010-present).
Presentations	EDUC	Blecker, Norma	(11-13 Nov 2010). Williams, C., Briggs, C., Co-presentors. Concepts, Rigor, Relevance in 21st Century: Getting to the Heart, the Interaction and the Outcome. <u>57th Annual Convention</u> , Atlanta.
Presentations	EDUC	Boakes, Norma	Harvey, D., Boakes, N., Jargowski, K, Kees, M, & Smolucha, L. (March 2011). <i>Use of iPods to increase self efficacy and integration of technology in the fieldwork experiences of pre-service teachers</i> . Presentation at the Stockton College Day of Scholarship, Pomona, NJ.
Presentations	EDUC	Boakes, Norma	Three-year grant funded by the New Jersey Department of Education. Principle Investigator: Patti Weeks, SRI-ETTC, Richard Stockton College

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Presentations	EDUC	Ervin, Jeremy	(10-13 Mar 2011). Ervin, J. Educating Beyond the Classroom: Community Service Projects. <u>National Science Teachers Association National Convention</u> . San Francisco.
Presentations	EDUC	Ervin, Jeremy	(10-13 Mar 2011). Ervin, J. Using Action Research for Professional Development in a Math Science Partnership (MSP) Cohort. National Science Teachers Association National Convention. San Francisco.
Presentations	EDUC	Lebak, Kimberly	(24-26 Feb 2011). Tinsley, R., Co-presenter. Video Centered Communities of Practice: Putting Video and Collaborative Reflection at the Center of Teacher Development. <u>The American Association of Colleges of Teacher Education Annual Conference (AACTE) - Telling the Story: Writing the Next Chapter</u> , San Diego.
Presentations	EDUC	Lebak, Kimberly	(24-26 Feb 2011). Tinsley, R., Co-presenter. Mirror, Lens, and Artifact: Teachers Collaboratively Reflect on Videos of their Teaching to Transform Practice. <u>American Association of Colleges of Teacher Education (AACTE) Annual Conference - Telling the Story: Writing the Next Chapter</u> , San Diego
Presentations	EDUC	Lebak, Kimberly	(19-23 Jan 2011). Tinsley, R., Co-presenter. Action Research in Science Teacher Education. <u>Association of Science Teacher Educators (ASTE) Annual Conference</u> , Minneapolis.
Presentations	EDUC	Lebak, Kimberly	(3-6 April 2011). Tinsley, R., Co-presenter. Developing Preservice Science Teachers in Video-Centered Communities of Practice. <u>National Association of Research in Science Teaching (NARST) Annual Conference</u> , Orlando.
Presentations	EDUC	Lebak, Kimberly	(8-12 April 2011). Tinsley, R., Co-presenter. Our Evolving Model for Action Research: A Living Theory of Reflective Practitioner Development. <u>American Association of Educational Research Annual Conference</u> , New Orleans.
Presentations	EDUC	Lebak, Kimberly	(8-12 April 2011). Tinsley, R., Co-presenter. Gauging the Impact of Video-Centered Communities of Practice. <u>American Association of Educational Research Annual Conference</u> , New Orleans.
Presentations	EDUC	Meyers, Shelly	The Situated learning instructional model improves outcomes for both teaching and learning. CEC National Convention and Expo April 27, 2011 Washington, DC
Presentations	EDUC	Meyers, Shelly	(4 Nov 2010). Situated Learning: An Innovative Teacher Preparation Model for the 21st Century. <u>Council of Exceptional Children (CEC) Teacher Educations</u> , St. Louis.
Presentations	EDUC	Mulholland, Rita	(11-14 Jul 2010). Defining an Inclusive Curriculum: Using Concepts and Generalizations to Develop Essential Questions. <u>International Special Education Conference</u> , Riga, Latvia.
Presentations	EDUC	Mulholland, Rita	(2011) Second Life: NJEDge 12th Faculty Best Practice Showcase. Presented at non-profit technology consortium of academic and research (Second Life: Graduate Program)
Presentations	EDUC	Spitzer, L.	(October 2010). Advising non-native English-speaking students. <u>Advising Colloquia sponsored by the Stockton Center for Academic Advising and the Stockton Advising Council</u> . (Invited).
Presentations	EDUC	Spitzer, Lois	(3-7 Oct 2010). How does a college with no English language support services provide helpful academic advisement to its ESL and international students? <u>Fast Pass to Success Conference</u> , Orlando.

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Presentations	EDUC	Tinsley, Ron	(24-26 Feb 2011). Lebak, K., Co-presenter. Video Centered Communities of Practice: Putting Video and Collaborative Reflection at the Center of Teacher Development. <u><a href="#">The American Association of Colleges of Teacher Education Annual Conference (AACTE) - Telling the Story: Writing the Next Chapter</a></u> , San Diego.
Presentations	EDUC	Tinsley, Ron	(24-26 Feb 2011).Lebak, K., Co-presenter. Mirro, Lens, and Artifact: Teachers Collaboratively Reflect on Videos of their Teaching to Transform Practice. <u><a href="#">American Association of Colleges of Teacher Education (AACTE) Annual Conference - Telling the Story: Writing the Next Chapter</a></u> , San Diego
Presentations	EDUC	Tinsley, Ron	(19-23 Jan 2011). Lebak, K., Co-presenter. Action Research in Science Teacher Education. <u><a href="#">Association of Science Teacher Educators (ASTE) Annual Conference</a></u> , Minneapolis.
Presentations	EDUC	Tinsley, Ron	(3-6 April 2011). Lebak, K., Co-presenter. Developing Preservice Science Teachers in Video-Centered Communities of Practice. <u><a href="#">National Association of Research in Science Teaching (NARST) Annual Conference</a></u> , Orlando.
Presentations	EDUC	Tinsley, Ron	(8-12 April 2011). Lebak, K. Co-presenter. Our Evolving Model for Action Research: A Living Theory of Reflective Practitioner Development. <u><a href="#">American Association of Educational Research Annual Conference</a></u> , New Orleans.
Presentations	EDUC	Tinsley, Ron	(8-12 April 2011). Lebak, K. Co-presenter. Gauging the Impact of Video-Centered Communities of Practice. <u><a href="#">American Association of Educational Research Annual Conference</a></u> , New Orleans.
Published Works	EDUC	Blecker, Norma	(2010). Mulholland, R., Meyers, S., Co-authored. The value of using interactive multi-media technology in a teacher education program: A model for multimodality instructional technique. <u><a href="#">Journal of College and University Media Review</a></u> . #15.
Published Works	EDUC	Boakes, Norma	Blecker, N. & Boakes, N. (2010). Creating a learning environment for all children: are teachers able and willing? <u><a href="#">International Journal of Inclusive Education</a></u> , 14(5). 435-447.
Published Works	EDUC	Boakes, Norma	Boakes, N. (2011). Origami and spatial thinking of college-age students. In Lang, R. (Ed.) <i>Origami5: Fifth International Meeting of Origami Science, Mathematics, and Education</i> . London, England: AK Peters, LTD.
Published Works	EDUC	Lebak, Kimberly	(2010). Tinsley, R., Co-authored. Can Inquiry and Reflection be Contagious? Science Teachers, Students, and Action Research. <u><a href="#">Journal of Science Teacher Education</a></u> 21(8). <a href="http://www.springerlink.com/content/q5t4711461631372">Http://www.springerlink.com/content/q5t4711461631372</a>
Published Works	EDUC	Meyers, Shelly	(2010). Mulholland, R., Blecker, N., Co-authored. The value of using interactive multi-media technology in a teacher education program: A model for multimodality instructional technique. <u><a href="#">Journal of College and University Media Review</a></u> . #15.
Published Works	EDUC	Mulholland, Rita	(2010). Ferretti, M., Co-publisher. Using Literature Circles with Low Achieving Middle School Students to Improve Reading Comprehension and Student Motivation. <u><a href="#">Florida Reading Journal</a></u> . 46.33, 6-9.
Published Works	EDUC	Mulholland, Rita	(2010). Meyers, S., Blecker, N., Co-authored. The value of using interactive multi-media technology in a teacher education program: A model for multimodality instructional technique. <u><a href="#">Journal of College and University Media Review</a></u> . #15.

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Published Works	EDUC	Spitzer, Lois	(2010). Personality or Pedagogy: Which Personal Characteristics are Important for ESL Teachers to Possess and What Role do they Play Compared to Formal Pedagogical Training in ESL According to Experienced ESL Teachers? (Part 2). <u>Studies in Learning, Evaluation, Innovation and Development Journal</u> . 7.1, 61-71.
Published Works	EDUC	Tinsley, Ron	(2010). Lebak, K., Co-authored. Can Inquiry and Reflection be Contagious? Science Teachers, Students, and Action Research. <u>Journal of Science Teacher Education</u> 21(8). <a href="http://www.springerlink.com/content/q5t4711461631372">Http://www.springerlink.com/content/q5t4711461631372</a>
Service	EDUC	Boakes, Norma	Instructional Technology Leadership Academy Task Force Member and ITLA instructor (Fall 2011)
Service	EDUC	Caro, Ron	Task Force member on Internationalizing the Curriculum & International Studies Minor & Creation of Director of the Office of International Services (OIS)
Service	EDUC	Caro, Ron	Director of the 4 <sup>th</sup> Annual Conference on Equity & Social Justice Conference
Service	EDUC	Caro, Ron	Stockton College Middle States Re-Accreditation Team member: Standard Ten (Recruitment & Nondiscrimination Practices) - How are the College's recruitment and nondiscrimination practices impacting the number of woman and minorities on the faculty? What changes might enhance faculty diversity?
Service	EDUC	Caro, Ron	Director of Teacher Training with a Mission (TTM) grant funded project
Service	EDUC	Ervin, Jeremy	2010-2011 NJ Project Learning Tree Advisory Committee, Purpose is to advise and provide input and partnership support for NJ Project Learning Tree, which is the first national environmental education curriculum.
Service	EDUC	Meyers, Shelly	Companion Training Program: A partnership between a college, public school and community agency. PA Campus Compact: A place matters. Higher Education and Community Development-annual conference, Pennsylvania, April 1, 2011
Service	EDUC	Mulholland, Rita	Ementor/Academic Support for Distributed Education (09-11): Participate in mentoring faculty with the goal of strengthening their use of academic technologies.
Service	EDUC	Mulholland, Rita	Functional Behavior Support (2007-Present). Atlantic, Cape May Counties; Conduct many classroom and home observations while developing Functional Behavioral Assessments in order to provide staff and family with strategies.



**MASTER OF ARTS IN EDUCATION (MAED)  
Content, Instruction, and Assessment Track  
Curriculum Worksheet**

Name \_\_\_\_\_

Z# \_\_\_\_\_

<b>Content Courses: 5 Courses (15 Credits)</b>			
A total of five courses must be completed from the areas below.			
<b>Science</b>		<b>ESL</b>	
EDUC 5310 Ecology and Environmental Studies	3	EDUC 5201 Current Issues in ESL/BE	3
EDUC 5311 Physical Science: Physics and Chemistry	3	EDUC 5202 Introduction to Linguistics	3
EDUC 5312 Life Sciences	3	EDUC 5203 Second Language Acquisition	3
EDUC 5313 Earth Science and Astronomy	3	EDUC 5204 Language and Intercultural Communication	3
EDUC 5314 Integrated Math and Science		EDUC 5205 Methods of Teaching ESL/BE	3
<b>Math</b>		<b>P-3</b>	
EDUC 5370 Numbers and Operations in Middle School	3	EDUC 5330 Survey of Mild Learning Disabilities	3
EDUC 5371 Algebra and Functions in Middle School	3	EDUC 5321 Educational Community Resources	3
EDUC 5372 Measurement and Geometry in Middle School	3	EDUC 5151 Language & motor development	3
EDUC 5373 Data Analysis, Statistics and Probability	3	EDUC 5152 Curriculum , Instruction, and Assessment of the Young Child	3
EDUC 5314 Integrated Math and Science		EDUC 5153 Curriculum, Instruction, and Assessment of the Primary Grades	3
<b>Language Arts/Literacy</b>		<b>Reading</b>	
EDUC 5351 The Practice of Speaking and Listening	3	EDUC 5335 Developmental Reading Instruction	3
EDUC 5352 Cultural Studies and Media Literacy	3	EDUC 5336 Diagnosis of Reading/Language Arts Abilities/Disabilities	3
EDUC 5353/5354 Literature and Culture (Revolving Topics)	3	EDUC 5350 The Practice of Reading and Writing	3
<b>Special Education</b>			
EDUC 5330 Survey of Mild Disabilities	3	EDUC 5331 Behavior Management & Behavior Disorder	3
Total Content Credits Taken:			
<b>Required Courses : 5 Courses (15 Credits)</b>			
<b>Pedagogy Requirements</b>			
EDUC 5410/EDUC 5334 Differentiated Instruction			3
EDUC 5415 Curriculum Development and Analysis			3
EDUC 5420 Assessment and Implications for Instruction			3
<b>Research Requirements</b>			
EDUC 5910 Educational Research			3

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EDUC 5920 Capstone *	3
* Capstone can not be taken until 30 credits towards the MAED are complete.	
<b>Electives: 2 Courses (6 Credits)</b>	
<b>TOTAL:</b>	<b>36</b>