

Program Annual Report Template

2014-2015

Program/Center MAED PROGRAM

Program Coordinator/Director KIMBERLY LEBAK
Print Name

JUNE 30, 2015
Date

History, Development, and Expectations of the Program

2014-2015:

Program History, Development, Expectations

Program Mission

Program Vision:

Connection of Program Mission/Vision/Purpose to the College's Mission and Vision

The MAED Program was created in 2004 as a graduate level program offering advanced professional development in effective teaching and learning for certified teachers. The MAED program faculty recognizes that all teachers, regardless of background or experience, can develop further as reflective practitioners and empower themselves to improve the educational outcomes of all children in their schools. The MAED program faculty's mission statement reflects our commitment to developing teachers who improve the learning of their own students:

The Master of Arts in Education (MAED) Program is designed to support educators to successfully impact student learning through:

- *Building and integrating content area knowledge, implementing effective pedagogy strategies, and applying educational theory and research.**
- *Effectively engaging their students in classroom instruction that supports students' academic achievement.**
- *Demonstrating commitments to professionalism through caring relationships, reflective teaching practices, and involvement in learning communities.**

The MAED program consists of three areas of focus—content, pedagogy, and research. Based upon research in effective professional development, coursework in each of the three areas is designed to connect directly to a teacher's classroom practice. Ultimately, the MAED faculty is determined to improve teaching and learning outcomes for all children in our region which directly supports the mission of the university.

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Program Goals and Progress

Not Applicable for our Program.

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Action/Discussion Items from Previous 5-Year Review: N/A

Current Goals

Goal 1: Align the curriculum coursework with the Essential Learning Outcomes. During the 2014-2015 academic year all syllabi were aligned to professional organizational standards, CAEP standards, and ELO's where applicable

Goal 2: Pilot the use of portfolios for data collection purposes for endorsement-only MAED students. The faculty held two MAED retreats in May and June, 2014 designed to introduce all faculty to the use of portfolios for program wide data collection. At the MAED retreat held in May, 2015, we conducted a follow-up session to the use of portfolio assessment in conjunction with CAEP standard alignment. By September, 2015 signature assignments for all courses will be identified.

Goal 3: Develop a mechanism for tracking endorsement-only MAED students. This goal will be continued in 2015-2016.

Goal 4: Continue to explore possible blended course opportunities for MAED students and potential professional development participants. During Summer, 2014 the MAED program successfully implemented a blended course format for EDUC 5225: Teaching CCCS in ELA. A combination of 15 credit bearing and non-credit bearing students participated in the blended course. Course surveys indicated a high level of satisfaction with the course.

Future Goals

Goal 1: Design and implement three endorsement programs in an on-line format.

Summer, 2015 marks the launch of three on-line endorsement programs. Increased competition from on-line institutions coupled with decreased enrollments in specific endorsement programs led the faculty of the MAED program to increase course offerings to include on-line formats. Since 2010, the ESL/BE program has been offered at the graduate level through face to face and hybrid delivery modes. In Fall, 2015 the ESL/BE program will also be offered in an on-line format providing students with the option to complete the entire endorsement program on-line. In addition, the Supervisory and Principal endorsement programs will also now be offered on-line. During the 2015-2016 academic year, the faculty of the MAED program will closely monitor both enrollment trends and outcome data from the on-line courses.

Goal 2. Pilot and implement a portfolio assessment system based upon the CAEP standards for Advanced Programs.

This goal builds directly on Goal 2 from the 2014-2015 academic year. Signature assignments, aligned to the CAEP standards will be collected through a pilot portfolio assessment system. A rubric will be developed to scoring purposes.

Goal 3: Develop a mechanism for tracking endorsement-only MAED students.

We will continue to research ways for tracking and collecting data on MAED students pursuing endorsements not degrees.

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2014-2015:

Enrollment:

A modest increase in enrollment was noted between Fall, 2013 and Fall, 2014.

	Full-Time	Part-Time	Total
Fall 2013	5	94	99
Fall 2014	2	103	105

Declared Majors/Minors

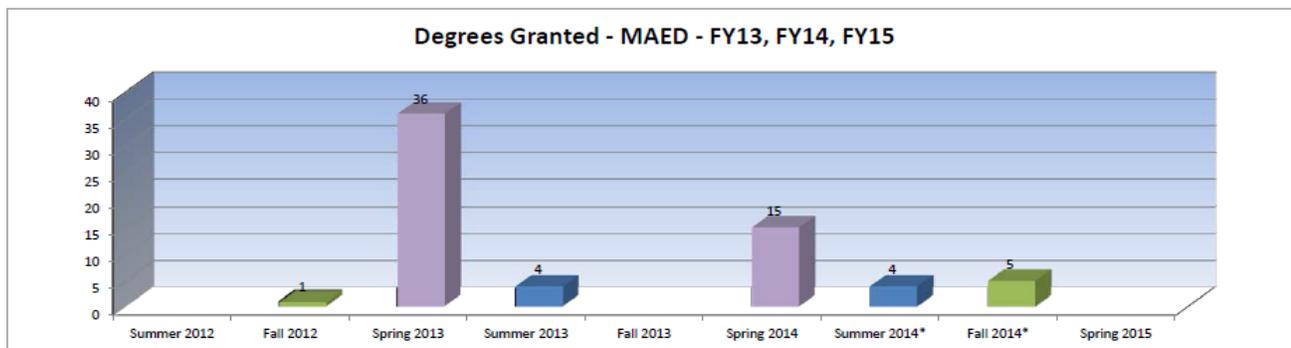
	Fall, 2013	Spring, 2014	Fall, 2014	Spring, 2015
Content, Instruction, & Assessment	20	20	24	15
Educational Leadership			3	3
ESL	4	1	3	5
LDTC	1	1	1	2
Math	1	1	1	0
Language Arts/Literacy	1	1	1	0
Reading Specialist	7	8	3	4
Science	1	1	0	0
Special Education	57	68	69	74
No Concentration	2	1	1	2

Degrees Granted

Degrees Granted - Master of Arts in Education - FY13, FY14, FY15

Degree Type	FY13				FY14				FY15*			
	Summer 2012	Fall 2012	Spring 2013	FY13 Total Degrees	Summer 2013	Fall 2013	Spring 2014	FY14 Total Degrees	Summer 2014*	Fall 2014*	Spring 2015	FY15 Total Degrees
M.A.Ed.		1	36	37	4		15	19	4	5		9

**Numbers are unofficial*



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Viability of the Program (impact, justification, and overall essentiality)

The program continues to meet the needs of the community at large, preparing teachers for high demand areas including ESL, SPED, LDTC. The increased offerings of on-line courses (including selected MAED courses) will allow the MAED program to further provide opportunities for teachers in our area.

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2014-2015:

In keeping with CAEP 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. All MAED faculty have or are in the process of obtaining a terminal degree in the field of education.

The MAED faculty is still relatively “young” in terms of our institution. However, both junior and senior faculty members are highly engaged in teaching, scholarship and service activities. The following scholarly activities have been reported by the MAED faculty for 2014-2015 academic year. It is important to note that both peer-reviewed journal articles and national presentations included the work of MAED students.

FACULTY SCHOLARLY ACTIVITY

1. Meyers, S., Cydis, S. & Haria, P. (2013). A Partnership Between Professors and Middle School Teachers to Improve Literacy Skills of Adolescents: A Pilot Study, *Project Innovation: Reading Improvement*, [in press].
2. Meyers, S. (2015). Teacher and Faculty Collaboration to Improve Academic Performance of Students with Disabilities: A Case Study. *Proceedings of the 14th Biennial Conference of the International Association of Special Education*, Wroclaw, Poland, 33.
3. Hood, C.L., Cydis, S., Holtzman, D., & Meyers, S. (2015). Implementing Essential Learning Outcomes across a Mid-Sized Public Institution: Benefits of a Deliberative Process, *Innovative Higher Education*, [in review].
4. Cydis, S. (2015, under review). Designing Instruction with a focus on Essential Learning Outcomes, Submitted to *InSight: A Journal of Scholarly Teaching*.
5. Cydis, S. (2015). Fostering Technology Literacy in Future Teachers: Authentic Instruction and Competency-Based Education, Submitted to *The Journal of Learning Design*, 8 (1).
6. Cydis, S., Galantino, M., Hood, C., Padden, M., Richard, M. (2015). Integrating and Assessing Essential Learning Outcomes: Faculty Development and Student Engagement, Submitted to *The Journal of the Scholarship of Teaching and Learning*, 15(3), 33-52. Available at <http://josotl.indiana.edu/article/view/13315/25311>
7. Cydis, S., Ross, C. Scully, M. (2014). The Workshop Model, Technology and Authentic Literature to Remediate Adolescent Readers, *The Journal of Technology, Humanities, and Education Narratives*. Available at <http://thenjournal.org/feature/383/>.
8. Cydis, S., Hood, C., Holtzman, D., Vito, M. (2014, October) *Essential Learning Outcomes and the Organization of Institution-Wide Assessment at a Public, Liberal Arts College*, National IUPUI Assessment Institute, Indiana University Purdue-University Indianapolis, Indianapolis, IN.
9. Johnson, S. & Haria, P. (in press) Effects of an Ipad-based collaborative instruction on first graders at-risk for reading delays. *International Journal of Technology and Inclusive Education (IJTIE)*.
10. Haria, P. & Johnson, S. (June 2015). *The effects of interdisciplinary collaborative approach on at-risk elementary students' beginning reading skills*. Paper will be presented at the 2015 International Association of Special Education (IASE), Wroclaw, Poland.
11. Haria, P., Koch, A., & Conover, J. (June 2015). *Examining effectiveness of genre-specific comprehension strategy for students with learning disabilities*. Sixty-minute presentation will be presented at the 2015 International Association of Special Education (IASE), Wroclaw, Poland.
12. Haria, P. & Johnson, S. (August 2014). *Effect of interdisciplinary collaborative approach on at-risk students' phonological awareness and reading skills*. Paper presented at the 2014 World Congress on Special Needs Education (WCSNE), Philadelphia, PA.

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13. **Haria, P.**, Koch, A., & Conover, J. (June 2015). *Examining effectiveness of genre-specific comprehension strategy for students with learning disabilities*. Sixty-minute presentation will be presented at the 2015 International Association of Special Education (IASE), Wroclaw, Poland.
14. **Haria, P.** & Johnson, S. (August 2014). *Effect of interdisciplinary collaborative approach on at-risk students' phonological awareness and reading skills*. Paper presented at the 2014 World Congress on Special Needs Education (WCSNE), Philadelphia, PA.
15. **Haria, P.**, Koch, A., & Conover, J. (August 2014). *Impact of explicit comprehension strategy on struggling elementary students' ability to comprehend and compose argumentative text*. Paper presented at the 2014 World Congress on Special Needs Education (WCSNE), Philadelphia, PA.
16. **Haria, P.**, Blamey, K., Beauchat, K., & Sweetman, H. (July 2014). *Impact of word walk on preschooler' vocabulary knowledge: Years 1 & 2*. Paper presented at the 2014 Division of International Special Education and Services (DISES) of Council of Exceptional Children (CEC), Braga, Portugal.
17. **Lebak, K.** (2015). *Using the Interconnected Model of Professional Growth to Analyze the Development of Science Teachers*. American Educational Research Association. Chicago, Ill.
18. **Lebak, K.** (2015). *Increasing Teacher Effectiveness on Complex Instructional Strategies through Video Supported Professional Learning*. American Association of Colleges for Teacher Education. Atlanta, Ga.
19. **Lebak, K.** & Shule, L. (2014). *Changing Directions: One Teachers' Journey*. *Journal of Teacher Action Research*. 1 (2014) 5-15.
20. **Lebak, K.** (2014-2015) Stockton College Assessment Literacy Exploration. Principle Investigator. NJDOE funded grant. \$323,474.

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Students

2014-2015:

As noted in the tables in the enrollment section of this report, enrollment remains consistent in the area of Special Education. The faculty of the MAED program are proactively creating greater options for students through on-line offerings in areas of low or declining enrollment. Trends in these areas will be closely monitored during the 2015-2016 academic year to inform future decisions.

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Curriculum

2014-2015:

Major

Although we are changing delivery modes, we do not anticipate any changes to the current curriculum.

Minor

Electives

General Studies

N/A

Cross-Disciplinary/Intra-School Options

N/A

Service Learning/Internships/Experiential Learning

N/A

ELOs/ePortfolio

As noted in Goals for 2015-2016, the faculty of the MAED program will be working the development of an ePortfolio system.

Dual-Credit Courses

N/A

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Assessment

Describe the program’s assessment plan and elaborate on the kinds and progress of program assessment efforts. In your reflection, pay particular attention to the items listed below.

Course/Program Objectives/Learning Outcomes

Course/Program Objectives/Learning Outcomes are aligned directly to the CAEP standards. A realignment of individual course objectives to the CAEP standards and Professional Organization Standards was completed during the 2014-2015 academic year.

Course/Program Assessment Instruments

The MAED program continues to collect data at multiple points from multiple perspectives for program evaluation purposes. Input data (Standardized test scores, Undergraduate GPA data), on-going assessment data (course grades, videos of teaching, research projects) and summative assessment data (Final GPA, Exit Survey) provide evidence of student outcomes.

Course/Program Assessment Results

Results can be found in the summary below.

Course/Program Current Action Items

Portfolio assessments will be piloted this year.

Course/Program Progress on Action Items

N/A

Alignment of Program Goals to ELOs

Individual courses are aligned to ELOs as deemed appropriate.

A summary of our program learning outcomes from assessments are listed below. Please also find our 2015 CAEP annual report data tables attached to this report supporting the assessment summary.

Program Learning Outcomes Assessment Summary for 2014-2015

Objectives	Measure(s)	Result(s)	Interpretation(s)
1. Build and integrate content area knowledge in practice	All students hold valid teaching certificates, GPA greater than 2.75 and have completed MATs or GRE's.	Analysis of input measures found program completers met minimum requirements indicating content area knowledge necessary for certification.	Continue to collect data and analyze results.

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<p>2. Implement effective pedagogical strategies into practice</p>	<p>Pedagogy Course GPAs</p> <p>Assessment of Videotaped Teaching Performance by Framework for Teaching</p> <p>Exit Surveys</p>	<p>All program completers exceeded the program standard of 3.0 in courses related to pedagogy.</p> <p>On all indicators of effective pedagogical strategies listed on the exit survey, 2015 the majority of program completers (between 93.3% and 100.00%) strongly agreed or agreed that the MAED program increased their teaching effectiveness on those indicators.</p>	<p>Continue to collect data and analyze results to continue to establish reliability.</p>
<p>3. Effectively engage their students in classroom instruction that supports their students' academic achievement</p>	<p>Comparison of teaching performance between pre and post videos submitted by program completers.</p>	<p>The scoring of 28 pre-post videos using the Danielson Framework are currently in progress. Scoring from 2014 program completers indicated a positive change in teaching practice.</p>	<p>Continue to collect data and analyze results to continue to establish reliability.</p>
<p>4. Apply educational theory and research into their practice</p>	<p>Action Research Paper Scores</p>	<p>All action research papers were scored by two faculty members. Results indicate that the mean scores on all identified indicators exceeded a 3.0.</p>	<p>Continue to collect data and analyze results to continue to establish reliability.</p>
<p>5. Demonstrate a commitment to professionalism through caring relationships, reflective teaching practices and involvement in learning communities</p>	<p>Educational Research/Capstone Course Grades</p> <p>Exit Survey Data</p>	<p>The mean GPA of program completers exceeded the 3.0 standard set by the faculty.</p> <p>On all indicators of demonstrating commitment to the</p>	<p>Continue to collect data and analyze results to continue to establish reliability.</p>

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		profession listed on the exit survey, 2015 the majority of program completers (between 73.4% and 100.00%) strongly agreed or agreed that the MAED program increased their effectiveness on those indicators.	
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Community Engagement

As you may know, Stockton is one of 240 institutions around the country that has been awarded the Carnegie classification for Community Engagement. See [Stockton Center for Community Engagement website](#) for more information. Please report below any Stockton sponsored community partnership activities in which your program has participated. Please also discuss which Stockton and Community groups/individuals collaborated, what the purpose of the collaboration was, and any outcomes achieved this year.

Also relevant to the Carnegie classification for Community Engagement are Stockton community involvement in activities such as volunteering, performing humanitarian work, serving on boards or committees, consulting or advising community organizations as well as environmental/community improvement work, educational workshops/presentations, collaboration with local schools and organizations, etc. Please report Program faculty members' involvement in these activities, their encouragement for students in their courses to do this kind of work, and their incorporation of this kind of work into courses.

Describe any program involvement in community engagement activities and, in addition, reflect on students' learning as a result of participating in service. Reflect on any related effects on faculty who teach and facilitate engagement projects or produce scholarship of engagement. Also, reflect on the impact of the service on the community.

Please remember to include any community engagement activities from the "Faculty" section of this report in this "Community Engagement" section.

2014-2015:

Partnerships with Somers Point School District and Egg Harbor City and the School of Education have been established through the SCALE Grant. Dr. Kim Lebak, Ms. Patty Weeks, Dr. Meg White, Dr. Priti Haria, Ms. Chelsea Tracy-Bronson, and Ms. Judy Feinberg have provided sustained professional development and intensive instructional coaching for teachers in both districts with the goal of increasing student achievement during the 2014-2015 academic year.

The MSP grant has provided further collaborative opportunities between School of Education and partner school districts including Middle Township, Fairfield, Commercial Township, Deerfield, Woodbine, Wildwood Crest. A team of Math faculty members, Drs. Chia-Lin Wu, Judy Vogel, and Brad Forrest in conjunction with a team of Education faculty members, Drs. Norma Boakes, Kim Lebak, John Quinn, and Ms. Patty Weeks have provided professional development, graduate level coursework and coaching to teachers in the partnering districts. The partnerships will continue for the 2015-2016 academic year.

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Instructional Sites

Stockton has instructional sites in Hammonton, Manahawkin, Woodbine, and in Atlantic City at the Carnegie Center..

If relevant, describe any current program use of these sites/campus and any anticipated future use. Discuss ways that the use of these sites/campus reflect on students' learning and on faculty effectiveness. Please share any faculty-community collaborations developed as a result of teaching at the sites/campus, their purpose, and outcomes achieved from the collaborations.

2014-2015:

EDUC 5225: Teaching and Assessing the Common Core in ELA was team taught by four faculty members, Dr. Douglas Harvey, Dr. Priti Haria, Dr. Susan Cydis, and Dr. Kim Lebak, in a blended fashion at the Manahawkin Site.

Dr. John Quinn has been teaching a series of graduate level mathematics courses supported by the MSP grant at the Woodbine Instructional Site. He will teach his fourth course at Woodbine during the Fall, 2015 semester.

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Revenue Generated (grants, fundraising, outreach, etc.) and Special Costs of Administering the Program (professional memberships, software, etc.)

Please discuss any grants or revenue other than tuition generated by the program, including partnership opportunities that have yielded resources such as space, volunteers, guest speakers, etc.

Also, summarize any specialized needs that impact the cost to administer the program, if applicable. You might also reflect on the program's cost in relation to its academic and social benefits, scholarly or artistic reach, and the benefits of the program's community service to the institution, to Stockton's students, and to the public. This question may not be relevant to all programs.

2014-2015:

Revenue Generated

Two grants funded by the NJDOE (MSP & Formative Assessment Grant) have yielded tuition money for participants enrolling in graduate level coursework offered in conjunction with the grant.

Special Costs

CAEP accreditation membership fee of \$2,650 per year to comply with licensure requirement 6A:9A-3.3.

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S(strengths)W(weaknesses)O(opportunities)T(threats) Analysis

Please reflect on the programs' current status and any future program aspirations; use the categories below to organize your reflection.

2014-2015:

Strengths

The strength of our program continues to be the ability to offer endorsements to teaching areas of need. Our enrollments in the SPED and LDTC endorsement programs have remained consistently strong in the past year.

Outcome data from program completers indicate the MAED program is positively impacting educator performance as measured by change in teaching practice.

Weaknesses

Despite the strong enrollment numbers in the special education endorsement areas, enrollment has lagged in the endorsement areas of ESL/BE, P-3, ELA, and Math. Furthermore, enrollment in the supervisor endorsement program has decreased significantly in the past year. The principal endorsement program (formally part of the MAEL) program also has significant enrollment challenges. Enrollment challenges has led to inconsistent course offerings as low-enrolled courses have been cancelled.

Opportunities

During the 2014-2015 academic year, the MAED program has worked to develop on-line programs in the areas of ESL/BE, Supervisor, and Principal in order to increase enrollment opportunities. In Summer, 2015, on-line offerings in courses leading to the Supervisor and Principal endorsements were launched. Initial enrollment data in the three on-line courses is promising.

Threats

The highly competitive environment graduate level students in education remains a threat.

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Acknowledgements

You may want to thank colleagues for their guidance and support during the academic reporting process or for contributing to the writing of or data collection for this report, etc. Please share acknowledgements of this sort in the space below.

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Dean's Comments/Reflections/Look Forward

2014-2015: The MAED program continues to maintain high-quality standards, CAEP and NJDOE requirements, and keep abreast of changing needs among the audience it serves. I commend Dr. Lebak's leadership in converting several programs to a fully online format, where enrollments have already begun to recover, and in some cases, exceed previous levels in their traditional face-to-face counterpart courses. The combined incentives of being responsive to student needs for flexible scheduling and reduced tuition rates should continue to increase enrollments in the year ahead.