

2010-11 MAEL Director's Report  
*(First Courses Offered Spring 2011)*

**Goals from Academic Year 2010-11**

The MAEL Program admitted its first candidates during the fall of 2010 and registered its first students for the spring 2011 semester, thus meeting the program's initial goals of admitting students and offering courses. The program has successfully been launched. The program faculty are actively recruiting students and refining the program based on feedback of teachers, area administrators, and college faculty.

During the spring semester, the program conducted Zoomerang surveys in the Greater Egg Harbor Regional High School District and all of their feeder schools and also in all schools in Cumberland County. (See attached PDFs for summary survey data.) The survey data was used to provide teachers interested in the MAEL program with more information and will further be used to offer courses in varied locations and modalities to best meet their needs. We also reached a wide array of teachers across South Jersey through the SRI ETTC electronic newsletter. These efforts led to 5 newly accepted MAEL students, as of this date, with several more who have declared their intent to apply for program admission. We still anticipate having an adequate number of new MAEL students to warrant offering introductory courses again in the upcoming year.

The program has established an agreement with Cumberland County College to offer courses on their campus and we expect to offer the first MAEL course there in the fall 2011, pending adequate projected enrollment and college approval.

Claims for TEAC accreditation have been drafted and approved by the program faculty, and program goals for 2011-2012 will link to growing the MAEL program during the upcoming academic year and developing our assessment system in preparation for the TEAC process.

**Fall Graduate Enrollment Tables**

	2009			2010 (Spring 2011)		
Major Program--MAEL	PT	FT		PT	FT	
				10	1	
School of Education	PT	FT	NMAT	PT	FT	NMAT
	477	187	82	507	197	113

**Summary of Courses Taught by Program Faculty (pre-filled by Institutional Research)**

Total Course Enrollments	FA 2009			SP 2010			FA 2010			SP 2011		
	Students	Reg	Adj									
Faculty												
Houck										10		1
Sharp										9	1	

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**Summary of Degrees Granted**

	FA08	SP09	SU09	FA09	SP10	SU10	FA10	SP11
Degrees Granted								

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

In our initial efforts to recruit educators for the MAEL program, 12 qualified candidates were admitted. The faculty was delighted to offer the first two courses in the MAEL program during the spring of 2011, and 9 students completed EDUC 5430 while 10 students completed EDUC 5431. We look forward to offering more courses to these students during 2011-2012. We further look forward to offering initial courses to newly admitted MAEL candidates during the upcoming year.

Many of our first group of students brought in graduate courses from Stockton and other colleges that have been carefully allocated toward meeting any applicable MAEL requirements. They have been advised individually and are not, as such, progressing through the program as a "cohort" as had been envisioned during the program's inception. These students have been and will continue to utilize designated equivalent courses from the MAED, MAIT, and Supervisor programs to meet some MAEL requirements until enrollments justify offering the restricted MAEL courses.

**Faculty Complement Tables:**

	Rank	Hire Date	Gender	Race/Ethnicity
Blecker, Norma	ASSOC	2004	F	W
Figart, Deb	PROF	1995	F	W
Lebak, Kimberly	ASSOC	2005	F	W
Sharp, George	ASST	2011	M	W
Tinsley, Ron	ASSOC	2004	M	W

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

Dr. Sharp began teaching full time for the College in spring 2011, and taught our first section of School Leadership and Decision Making. He was also largely responsible for developing our recruitment efforts in Cumberland County. Amy Houck, a lawyer with expertise in educational law matters, taught our first section of School Law. We have a pool of qualified adjuncts ready to teach courses as numbers warrant offering more sections.

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In terms of scholarly productivity, members of the MAEL faculty generated 9 different national and international conference presentations and 6 scholarly publications during 2010-2011. (See attached spreadsheet for detailed information.)

Dr. Figart was also awarded 2 grants in connection with her work in financial literacy education.

**Program Learning Outcomes Assessment Summary for 2010-11:**  
*(Items that remain blank are proposed for future collection.)*

Objectives <i>(MAEL Program TEAC Claims)</i>	Measure(s)	Result(s)	Interpretation(s)	Action(s)
1. Our program completers are qualified to serve as educational leaders	Application Materials	All 12 admitted students met matriculation requirements.	Admission requirements are reasonable and ensure that claims may be met.	Continue to utilize current admission requirements and assess the need to set more restrictive guidelines based on other learning outcomes
	Course Grades	EDUC 5430 had 9 completers with a class GPA of 4.0  EDUC 5431 had 10 completers with a GPA of 3.75 with a grade range of A, A-, and B+.	We accept these data as indications that our students are demonstrating their qualifications to serve as educational leaders. Candidates are capable of achieving success in MAEL courses by meeting requirements stated in syllabi.	Continue monitoring student grades and determine signature assignments or work samples to collect to monitor program effectiveness.
	Internship			

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	Evaluations			
	Licensure Exam			
<b>2. Our program completers are competent in decision making as educational leaders</b>	Course Grades	EDUC 5430 had 9 completers with a class GPA of 4.0  EDUC 5431 had 10 completers with a GPA of 3.75 and a range from A to B+.	We accept these data as indications that our students are demonstrating their qualifications to serve as educational leaders. Candidates are capable of achieving success in MAEL courses by meeting requirements stated in syllabi.	Continue monitoring student grades and determine signature assignments or work samples to collect to monitor program effectiveness.
	Internship Journals			
	Internship Evaluations			
	Action Research Project			
	Licensure Exam			
<b>3. Our program completers are caring educational leaders</b>	Internship Journals			
	Internship Evaluations			
	Action Research Project			
	Licensure Exam			

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[Attach Appendices, if desired]

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

These assessments will be used as the program develops its Inquiry Brief Proposal for TEAC accreditation. Following TEAC procedures, assessments and data will be evaluated each semester. Key assignments in courses will be assessed to monitor and improve program quality and also ensure reliability across courses and instructors. Rubrics will be developed for assessing student work samples, journals, and internship capstone projects based on the ISLLC Standards, which have been adopted as the program standards.

**Director's Annual Activity Plans for 2011-12:**

Goal 1—Grow program enrollment

We will continue efforts to recruit educators into the program from schools in Atlantic, Cumberland, and other neighboring counties. We will continue to reach out through email and other electronic means. We will also specifically continue to communicate with the teachers who indicated interest in our programs in the Zoomerang surveys, as well as with our own MAED and MAIT completers who may wish to earn principal certification. As part of these efforts to grow the program, we are developing a new brochure and improving resources available through our web pages.

Goal 2—Develop the program assessment system

We will collect data and develop rubrics that assess student learning outcomes in valid and reliable ways in order to test the efficacy our program claims and improve the program.

Goal 3—Explore modifications to program policies to increase accessibility and interest

We want to consider offering a principal certification only option for teachers already holding master's degrees and do not wish to complete the complete the full MAEL curriculum worksheet. This option would allow us to reach a wider range of teachers in the field.

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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 19, 2011: **Comments from the Dean of Education:** I have reviewed the comments provided by the Interim Graduate Director and concur with his review and goals for the coming year.

The launch of MAEL has had challenges given the status of our economy and the uncertainties teachers are facing related to professional development opportunities through their districts and the State of New Jersey. Efforts to establish cohorts and off-campus locations continue to be a priority and both Dr. Tinsley and Dr. Sharp have worked effortlessly to get the program up and running since January 2011.

Enrollments, curricular sequencing, and course equivalencies have all been discussed and faculty remain flexible to ensure we are able to attract candidates with the appropriate credentials and leadership potential. Surveys through Zoomerang provided useful information and efforts to maximize on open houses and visiting local districts remain a priority. We will be working to draft the TEAC Inquiry Brief which will be a priority for the 2011-12 academic year. Finally, efforts to develop appropriate assessment instruments at both the course and program level will be a priority.

I remain confident that this program will find its "legs" as the economy and school budgets become stabilized.

**Comments from the Dean of Graduate and Continuing Studies:** This program now has one semester under its belt and is also being buffeted by the winds of turmoil affecting public education in New Jersey. Given the turmoil, the search for enrollments has been extended to looking for cohort groups in various school districts. The effort to establish such a cohort in Cumberland County has not resulted in the necessary critical mass of students to warrant putting our resources in the field.

The near future will see the production of additional marketing communication materials for the program. This should strengthen our marketing efforts. The outreach efforts conducted by Ron Tinsley and George Sharp are duly noted and appreciated.

A clear picture of the future growth and success of this program does not yet exist. The Graduate School will cooperate in all ways possible with the School of Education to raise the odds of success and stability for this program.

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Scholarly Activity 2010-2011			
TYPE	SCHOOL	NAME	CITATION
Awards and Grants	EDUC	Figart, Deborah	Awarded Grant, Wells Fargo-Wachovia Foundation. "Atlantic City School District hands on Banking Teacher Training: K-12." 20 Jul 2010.
Awards and Grants	EDUC	Figart, Deborah	Awarded Grant. TD Bank. "Teacher Training In Financial Literacy." Oct 2010.
Awards and Grants	EDUC	Figart, Deborah	Ludwig Mai Service Award for exceptional service to the Association for Social Economics, an international association devoted to issues of economic justice, Denver. 8 Jan 2011.
Boards	EDUC	Figart, Deborah	Member of Board, Atlantic County Advisory Commission on Women. 2011.
Boards	EDUC	Figart, Deborah	Elected Vice Chair/Vice President. New Jersey Coalition for Financial Education. 2011 & 2012.
Boards	EDUC	Figart, Deborah M.	Appointed Board Member. Navadebt, aka Garden State Consumer Credit Counseling. Aug 2010 - no end date.
Boards	EDUC	Figart, Deborah M.	Appointed Board Member. New Jersey Financial Literacy Summit Planning Committee. 1 Jun 2010 - 31 Dec 2010.
Books Published	EDUC	Figart, Deborah	(2011). Marangos, J., Co-editor. Living Standards and Social Well-Being. London: Routledge.
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	Figart, Deborah	(27 Jun 2010 - 1 Jul 2010). Teaching Financial Literacy in the Wake of the Economic Crisis. <u>Thirteenth World Congress of Social Economics</u> , Montreal, Canada.
Presentations	EDUC	Figart, Deborah	(5 Aug 2010). Credit, Loans and Careers. <u>HSBC National Center for Economic and Financial Education</u> , New York, NY.
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.

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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	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>The American Association of Colleges of Teacher Education Annual Conference (AACTE) - Telling the Story: Writing the Next Chapter</u> , San Diego.
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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>Journal of College and University Media Review</u> . #15.
Published Works	EDUC	Figart, Deborah	(2010). Book Review of <u>Busted: Inside the Great Mortgage Meltdown</u> . <u>Journal of Financial Counseling and Planning</u> , 21.1, 71-73.
Published Works	EDUC	Figart, Deborah	(2010). Editorial: Teaching during the Global Financial Crisis. <u>International Journal of Pluralism and Economics Education</u> , 3(1), 236-241.
Published Works	EDUC	Figart, Deborah	(2011). Teaching Financial Literacy in the Wake of the Financial Crisis. Martha A. Starr (Ed.), <u>Consequences of Economic Downturn: Beyond the Usual Economics</u> 239-257.
Published Works	EDUC	Lebak, Kimberly	(2010). Tinsley, R., 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>

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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>
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**Dr. Joseph Marchetti, Interim Dean and Professor of Education  
Professional and Service Related Activities 2010-11**

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- Stockton College Middle States Institutional Self Study, Co-Chair, 2010 – present
- Stockton College Vision 2020 Strategic Planning Engagement Committee, Co-Chair, January 2010 – present
- American Association of Colleges for Teacher Education, “Legislative Day on the Hill” participant, Washington, DC, June 2011
- Association of American Colleges and Universities, “Bringing Theory to Practice” Retrieval Conference participant, Washington, DC, June 2011
- Middle States Team Reviewer, Slippery Rock University, Slippery Rock, Pennsylvania, March 2011
- New Jersey Education Association Convention, Atlantic City, NJ, November 2010
- International Leadership Association Annual Global Conference, member and participant, Boston, MA, October 2010
- Model Schools Conference Participant, Orlando, Florida, June 2010
- Teacher Education Accreditation Council (TEAC), Accreditation Review Session, participant, Philadelphia, PA, August 2010
- NASPA Region II Advisory Board, At-Large Member, 2010 – 2012
- Gilda's Club South Jersey, Board Member, March 2011 – present