

GRAD Director's Report Outline

Introduction:

The academic year 2007-08 marks the fourth year of operation for Stockton's Master of Arts in Education Program (MAED). The 2007-2008 academic year has been one of change and progress. The School of Education was created in January, 2008. Programs currently housed in the School of Education include MAED, MAIT, the Teacher Education Program, and SRI-ETTC. On April 14, 2008, Dr. Harvey Kesselman was named the position of Dean of the School of Education.

A highlight of the 2007-2008 academic year was the accreditation process undergone by the Education Program. MAED and the Teacher Education Program submitted Inquiry Brief Proposals to the Teacher Education Accreditation Council (TEAC) in the Summer, 2007. The briefs were accepted for an audit visit from the TEAC auditor team in August, 2007. The TEAC audit was held on September, 25-26th, 2007. Following the audit, an audit report was generated by the TEAC auditors and responded to by faculty members. As a result of the process, the MAED program and the Teacher Education Program was recommended to receive New Program Accreditation by the Accreditation Panel on May 8, 2008. The recommendation will be heard at the Accreditation Meeting on June 23, 2008.

I. 2007-2008 Program Goals and their Achievement

a. Teaching innovations, curricular changes, new programs, etc.

- The Generalist Track for Elementary for approved by the program faculty. The purpose of this track is to provide elementary teachers the opportunity to strengthen their content and pedagogy in multiple areas. Recognizing that elementary school teachers must teach a variety of content areas to a range of diverse learners, students in the MAED Elementary Generalist track are required to take pedagogy, special education, and technology courses as core requirements. Students also must choose five courses from at least three of the various tracks. Students will also complete an action research project through the Educational Research and Capstone courses. The program requires a total of 36 credits. The Generalist Track will begin in September, 2008.

- Through completing our five content courses in either the math, science, or language arts tracks, our graduate students can become eligible for a Middle School Endorsement in that subject area.
- A Language Arts/Literacy cohort was formed at the Linwood School District that began in Fall, 2007. Twenty-two students enrolled in the cohort. Dr. Rachel Martin taught the first course, Practices of Reading and Writing. Dr. Brian Robinson taught EDUC 5420, Assessment and Implications for Teaching in Spring, 2008.
- Two new special education courses were offered for the first time. EDUC 5802, Autism and EDUC 5340, Assistive Technology were designed to meet the needs of our students teaching in community schools.
- The Admission requirements for the MAED program were reviewed. As a result, the Miller's Analogy Test (MAT) will now be accepted for the admission requirements to the MAED program. The goal of the addition of the MAT is to provide students with an option to the GRE test.

b. Trends in enrollment and number of students (FTE and HDCT)

| SUMMER 2007 MAED COURSE OFFERINGS AND ENROLLMENT DATA | Special Education | Language Arts Literacy | Math | Science | MAED Core Courses | Supervisory Endorsement | All MAED Offerings |
|--|----------------------|------------------------------|------|---------|-------------------------|----------------------------|-----------------------|
| Number of Sections Offered | 4 | 0 | 2 | 0 | 2 | 0 | 8 |
| Number of Students Enrolled | 61 | 0 | 16 | 0 | 24 | 0 | 101 |
| Average Number of Students per Section | 15.25 | 0 | 8 | 0 | 12 | 0 | 12.62 |
| Total Student Credit Hours Generated | 183 | 0 | 48 | 0 | 72 | 0 | 303 |
| Sections Taught by EDUC Faculty | 3 | 0 | 0 | 0 | 2 | 0 | 7 |
| Sections Taught by Adjunct Faculty | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Sections Taught by Non-EDUC Stockton Faculty | 0 | 0 | 2 | 0 | 0 | 0 | 0 |
| Summer 07 FTE—25.25 (@ 12 SCH per FTE) | | | | | | | |

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| FALL 2007 MAED COURSE OFFERINGS AND ENROLLMENT DATA | Special Education | Language Arts Literacy | Math | Science | MAED Core Courses | Supervisory Endorsement | All MAED Offerings |
|--|-------------------|------------------------|------|---------|-------------------|-------------------------|--------------------|
| Number of Sections Offered | 6 | 3 | 3 | 1 | 2 | 2 | 17 |
| Number of Students Enrolled | 121 | 35 | 19 | 6 | 19 | 12 | 212 |
| Average Number of Students per Section | 20.16 | 11.66 | 6.33 | 6 | 9.5 | 6 | 12.47 |
| Total Student Credit Hours Generated | 363 | 105 | 57 | 18 | 57 | 36 | 636 |
| Sections Taught by EDUC Faculty | 5 | 2 | 0 | 1 | 0 | 0 | 8 |
| Sections Taught by Adjunct Faculty | 1 | 0 | 0 | 0 | 1 | 2 | 4 |
| Sections Taught by Non-EDUC Stockton Faculty | 0 | 1 | 3 | 0 | 1 | 0 | 5 |
| Fall 07 FTE— 53 (@ 12 SCH per FTE) | | | | | | | |

| SPRING 2008 MAED COURSE OFFERINGS AND ENROLLMENT DATA | Special Education | Language Arts Literacy | Math | Science | MAED Core Courses | Supervisory Endorsement | All MAED Offerings |
|--|-------------------|------------------------|------|---------|-------------------|-------------------------|--------------------|
| Number of Sections Offered | 7 | 2 | 1 | 1 | 4 | 1 | 16 |
| Number of Students Enrolled | 127 | 12 | 10 | 6 | 64 | 12 | 231 |
| Average Number of Students per Section | 18.14 | 6 | 10 | 6 | 192 | 12 | 14.43 |
| Total Student Credit Hours Generated | 381 | 36 | 30 | 18 | 16 | 36 | 693 |
| Sections Taught by EDUC Faculty | 6 | 2 | 0 | 1 | 3 | 0 | 12 |
| Sections Taught by Adjunct Faculty | 1 | 0 | 0 | 0 | 1 | 1 | 3 |
| Sections Taught by | 0 | 0 | 1 | 0 | 0 | 0 | 1 |

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|--|--|--|--|--|--|--|--|
| Non-EDUC Stockton Faculty | | | | | | | |
| Spring 08 FTE— 57.75 (@ 12 SCH per FTE) | | | | | | | |

| 2007-08 MAED COURSE OFFERINGS AND ENROLLMENT DATA | Special Education | Language Arts Literacy | Math | Science | MAED Core Courses | Supervisory Endorsement | All MAED Offerings |
|--|----------------------|------------------------------|------|---------|-------------------------|----------------------------|-----------------------|
| Number of Sections Offered | 17 | 5 | 6 | 2 | 8 | 3 | 41 |
| Number of Students Enrolled | 309 | 47 | 45 | 12 | 107 | 24 | 544 |
| Average Number of Students per Section | 18.17 | 9.4 | 7.5 | 6 | 13.37 | 8 | 13.26 |
| Total Student Credit Hours Generated | 927 | 141 | 135 | 36 | 321 | 72 | 1632 |
| Sections Taught by EDUC Faculty | 14 | 4 | 0 | 2 | 5 | 0 | 25 (60.97%) |
| Sections Taught by Adjunct Faculty | 3 | 0 | 0 | 0 | 2 | 3 | 8 (19.51%) |
| Sections Taught by Non-EDUC Stockton Faculty | 0 | 1 | 6 | 0 | 1 | 0 | 8 (19.51%) |

c. Student recruitment efforts.

- Our new Generalist Track was advertised to 15,000 teachers through the ETTC listserv.
- In April, MAED brochures sent to area principals in a mass mailing.
- MAED faculty members participated in two Graduate Studies New Student and Non-matriculated student orientations.

d. Research/Scholarly Activity

The Education Program faculty are fully engaged in scholarly endeavors. The following outlines the contributions of the faculty in the area of scholarship during the 2007-2008 academic year.

Books

Churchill, L., Mulholland, R., & Cepello, M. (2008). *A Practical Guide for Special Education Professionals: On the Job and Professional Development*. PrenticeHall: Ohio

Peer-reviewed articles

Boakes, N. (2007). Using Origami to engage students. *The Mathematics Teacher*, 65(1), 3-6.

Boakes, N. (2007). Cards and games- strengthening students' understanding of key mathematics concepts. *Association of Mathematics Teachers of New Jersey News*, 33 (4), 6.

Lebak, K. (2007). Cogenerative dialogue: A cooperative field for expanding agency for all participants during fieldtrips. *Cultural Studies of Science Education*, 2 (4). 878-882.

Lebak, K. (2007). Mediating cultural borders during science field trips. *Cultural Studies of Science Education*, 2 (4). 847-863.

Leonard, J., Boakes, N., & Moore, C. (In press) Conducting science inquiry in primary classrooms: Case studies of two preservice teachers' inquiry-based practices. *The Journal of Elementary Science Education*.

Mulholland, R. & Blecker, N. (2008). Parents and special educators: Pre-service teachers' discussion points. *International Journal of Special Education*, 23(1), 48-53.

Mulholland, R., Pete, A. & Popeson, J.(2008). Using animated language software with children diagnosed with Autism, PDD-NOS, and Communication Disorders. *Teaching Exceptional Children Plus*.

Quinn, J., Kavanaugh, B., Boakes, N., & Caro, R. (In press) Two thumbs way, way up. *Teaching Children Mathematics*.

Selvester, P., Mulholland, R., & Wong, P. (2007). Camtasia: A new tool for universal design for learning. *College and University Media Review*, 12(2).

Articles Submitted for Publication

Boakes, N., Quinn, J. M., & Caro, R. A. (Submitted September 2007). Origami-mathematics lessons: Paper folding as a teaching tool. *Teaching Children Mathematics*.

Tinsley, R. and Lebak, K. (Submitted June 15, 2008.) Taking separate journeys together: Incorporating collaborative dialog into independent action research. *Journal of Curriculum and Instruction*.

International or National Presentations

Blecker, N. & Boakes, N. (2008). Mentoring the mentor: Does improving teacher attitudes improve the preservice teacher's experience? Lecture presentation at the annual Council for Exceptional Children (CEC) Convention and Expo, Boston, MA, April 3-5.

Blecker, N., Williams, C. & Briggs, C. (2007). Essential questions: Using student inquiry to unlock key understandings of a discipline. Presented at the National Association for Gifted Children (NAGC) annual conference, Igniting Ideas & Innovations in Gifted, Minneapolis, MN, November 9.

Boakes, N. (2008, April). Reducing the anxiety of, motivating, and inspiring preservice teachers through meaningful, fun instruction. Paper presented at the National Council of Teachers of Mathematics 2008 Annual Meeting and Exposition, Salt Lake City, Utah.

Lebak, K. & Blecker, N. (2008). Practicing what we preach: Co-teaching in higher education. Paper presented at the 2008 National Center for Education Information, New Orleans, La.

Lebak, K. & Boakes, N. (2008). Connecting professional development to classroom based instruction. Paper to be presented at the National Association for Research in Science Teaching International Conference, Baltimore, MD.

Mulholland, R. & Blecker, N. (2008). Special education teachers' reflective responses to academic learning time data. Poster presentation at the annual Council for Exceptional Children (CEC) Convention and Expo, Boston, MA, April 3-5.

Mulholland, R. & Blecker, N. (2007). Using technology to support struggling learners. Lecture presentation at the 31st annual conference of the Reading Association of Ireland, Dublin, Ireland, September 27-29.

Mulholland, R. (2007). What Principals Know and Don't Know About Special Education. The South American Special Education Forum, Peru.

Mulholland, R. (2007). Addressing Universal Design at the University Level for All Learners. The South American Special Education Forum, Peru

- Mulholland, R. (2008). Using Animated Software with Students Experiencing Autism Spectrum Disorders and PDD-NOS. Assistive Technology Industry Association, FL.
- Mulholland, R. (2008). Active Student Engagement and Teacher Mentoring in Macedonia. International Reading Association, Atlanta.
- Tinsley, R. and Johnson, L. (2008). Generation 1.5—the unofficial 14th disability category. Council for Exceptional Children Annual Convention, Boston,.
- Tinsley, R. and Johnson, L. (2008). Pre-service teachers explore the special education landscape of South Jersey. Council for Exceptional Children Annual Convention, Boston.
- Tinsley, Ron. (2007). Replacing religion in the American educational value system: Standards, testing, and NCLB. National Communication Association Annual Conference, Chicago

Regional or State Presentations

- Boakes, N. (2007). Making geometry interactive and fun. Presented at the Association of Mathematics Teachers of New Jersey, Somerset, NJ.
- Caro, R.A., Quinn, J. M., & Porfilio, B.J. (2008). Changing perceptions of pre-service teachers by tutoring homeless youth: A narrative investigation. Presentation at the 2nd Annual Conference on Equity & Social Justice in Education, Pomona, NJ.
- Caro, R.A., Schappell, A., & Birchler, L. (2008). Developing WebQuests for learning, assessing, and promoting higher order thinking: Pre-service teachers and their trajectory into developing WebQuests. Presentation at the 8th Annual From My Classroom to Yours Conference: Innovate, Educate, and Inspire, Pomona, NJ.
- Johnson, L. and Tinsley, R. (2008). Generation 1.5: Meeting the needs of English Language Learners in New Jersey. Annual Conference of the New Jersey Council for Exceptional Children, Raritan Center.
- Lebak, K. and Tinsley, R. (2008). Using reflective practice to improve teaching and learning. Presentation at the 8th Annual From My Classroom to Yours Conference: Innovate, Educate, and Inspire, Pomona, NJ.
- Martin, R. Winter Roundtable on Cultural Psychology and Education. (2007). Teachers College, Columbia University. "Overcoming Resistance to Anti-Racist Pedagogy through a Focus on the Unconscious."

Martin, R. Equity and Social Justice in Education Conference. (2008). Richard Stockton College. "This is a Counter-Insurgency": Teaching in Film." Co-presented with 5 undergrad and grad students.

Martin, R. Equity and Social Justice in Education Conference. (2008). Richard Stockton College. "Rethinking Fears of Media and Youth." Co-presented with 6 grad students.

Mulholland, R. (2008). Presented with MAED special education graduate students who presented Internship/Capstone papers. New Jersey Council for Exceptional Children Conference, NJ.

Tinsley, R. (2008). Scoring like the pros: Using holistic assessment in your classroom. Presentation at the 8th Annual From My Classroom to Yours Conference: Innovate, Educate, and Inspire, Pomona, NJ.

Tinsley, R. (2008). Mentoring pre-service teachers in meeting the needs of all students. Annual Conference of the New Jersey Council for Exceptional Children, Raritan Center.

Other Presentations

Boakes, N. & Lebak, K. (2008). Encouraging Inquiry –based math and science instruction in the 3-8 classroom. Stockton Day of Scholarship. March, 2008.

Caro, R. A., & Quinn, J. M. Teaching homeless kids: Impacting pre-service teachers' perceptions of teaching. Presentation at the Day of Scholarship at Stockton College, Pomona, NJ. March 2008.

Grant Activities

Blecker, N. Member of the committee actively involved in the facilitation of the I&RS (Intervention and Referral Services Committee) Grant which was awarded by the NJ Department of Education to the ETTC/SRI at Stockton. As a committee member, part of my responsibility is to implement portions of the grant activities.

Boakes, N. (2007-09). South Jersey Coastal Consortium—Math Science Partnership grant. Summer teachers' institute operated through the SRI/ETTC and Stockton College. Served as instructor.

Lebak, K. (2007-09). South Jersey Coastal Consortium—Math Science Partnership grant. Summer teachers' institute operated through the SRI/ETTC and Stockton College. Served as Project Director and instructor.

Mulholland, R. (Fall 2007). Submitted a multi-year federal grant proposal for \$1M (CFDA 84.324) to conduct a study in the local school districts to evaluate the effectiveness of two interventions in improving communication skills with students experiencing autism.(notified in April that we did not get it)

Mulholland, R. Autism Speaks (Fall 2008). Letter of Intent was accepted by Autism Speaks Foundation. Participated in a web seminar (Nov. 07) to get specific information about developing the grant Pilot Study proposal for a two year, \$200,000 grant to investigate the efficacy of using interactive software to improve communication and social skills of students experiencing autism.

Mulholland, R. Awarded 2007—Summer Provost Grant (\$5000) to research and develop major grant proposal. Submitted a federal grant proposal in October for research in Autism (\$1M).

Mulholland, R. Awarded 2008—Summer Technology Academy Award (\$2000) to develop courses to include the use of Horizon Wimba.

Tinsley, R. (2007-09). South Jersey Coastal Consortium—Math Science Partnership grant. Summer teachers' institute operated through the SRI/ETTC and Stockton College. Served as Assessment Coordinator.

Other Publishing Activities

Tinsley, R. (2008). Free-lance Writer for Sage Publications. Authored: "Guide to Teaching Introduction to Special Education," "Guide to Teaching Introduction to Special Education Online," and other supplemental materials for Gargiulo, Richard. (2008). *Special Education in Contemporary Society*, 3ed.

Other Scholarly Activities

Martin, R. Peer-Reviewer, *Journal of Research Practice*.

Mulholland, R. 2007-present. Reviewer: *International Journal of Teaching and Learning in Higher Education*. Review manuscripts in the area of technology, action research, teacher education.

Mulholland, R. 2001-present. Reviewer: International Reading Association Book Proposal and Manuscript Review Board. Review manuscripts in the areas of literacy at the elementary and secondary levels.

Mulholland, R. 2002-present. Reviewer: Merrill Prentice Hall and Allyn & Bacon Publishers. Review manuscripts in the areas of technology, special education, and curriculum.

Service Activities

College-wide Service Activities

Blecker, N. Graduate Studies Committee of the Stockton Faculty Assembly: member-at-large

Blecker, N. Jack Kent Cooke Scholarship Fund: Chairperson of the Stockton College committee which advises student scholars and reviews scholarship applications for this prestigious need-based and scholarship-based grant.

Boakes, N. Chair, Faculty Assembly Graduate Studies Committee. 2006-2009.

Boakes, N. Faculty Assembly Steering Committee. 2006-2009.

Boakes, N. Faculty Assembly Constitution Revision Taskforce. 2007-2008.

Caro, R. Provost's Task Force on Diversity, 2007-present. Richard Stockton College of New Jersey. This task force is creating best practices in the hiring of underrepresented groups in higher education for the college at large.

Caro, R. Distinguished Research Fellowship Committee, 2007-2009. The Richard Stockton College of New Jersey. This committee reviews and awards funding for graduate student research projects. Reviewed graduate research proposals for funding. \$8000 was awarded for the fall 2007 cycle.

Lebak, K. Graduate Advisory Board, 2007 – 2010.

Lebak, K. Coordinated efforts for the MAED TEAC accreditation process.

Lebak, K.. Jack Kent Cook Scholarship Committee (07-08): Collaborate with colleagues to select undergraduate student to recommend for scholarship.

Martin, R. College-Wide Committee for Diversity, Equity and Affirmative Action, and its Subcommittee on Diversity Training.

Mulholland, R. Technology Sub-Committee (07-08): Collaborate with L. Feeney and N. Blecker to use Horizon Wimba, which allows for audio/visual synchronous interactive class for students who can not be present on campus during a class and for when faculty need to attend conferences.

Mulholland, R. Jack Kent Cook Scholarship Committee (07-08): Collaborate with colleagues to select undergraduate student to recommend for scholarship.

Martin, R. New Faculty Liaison for New Faculty Institute.

Martin, R. Organizer of a visit to Stockton by nationally-acclaimed philosopher, Alison Jaggar. Gained co-sponsorship from the School of Education, Women's Studies, Philosophy, Political Engagement Project, and several student clubs.

Tinsley, R. TEAC Accreditation Coordinator—Stockton Teacher Education Program—2005-2008—Coordinated Site Visit, September 2007.

Tinsley, R. Faculty Assembly Steering Committee—School of Education Representative—2008-2009.

Tinsley, R. Faculty Assembly Steering Committee—PROS Division Representative—2007-2008.

Tinsley, R. General Education Curriculum Revision Taskforce—2006-2008.

Tinsley, R. Campus Hearing Board Executive Committee—2005-2008

Program Service

Blecker, N. Special Education Sub-coordinator: Responsibilities of this position include advising graduate students interested in special education certification; ongoing contact with county offices of teacher certification; interviewing candidates for adjunct teaching positions for graduate level special education courses

Lebak, K. Director, MAED Program 2007-2010.

Mulholland, R. Special Education Sub-Committee (07-08): Collaborate with MAED director and SPED sub-coordinator to discuss program improvements: Reworked Internship/Capstone Courses, developed Autism Course and Assistive Technology Course for SPED electives.

Martin, R. Chair, Education Program Curriculum Review Committee.

Martin, R. Developing a proposal for an MAED Social Studies track with interdisciplinary working group.

Tinsley, R. Program Coordinator—Education Program—2006-2010 (elected for a second consecutive 2-year term)

Tinsley, R. Chair—Program Assessment Taskforce—2007-2009

e. Student Development/Achievement/Engagement – honors and honor societies, clubs and organizations, activities to connect students and faculty, special recognition of students, etc.

- Michelle Salvucci received Program Distinction for Spring, 2008.
- Ann Marie Pete: Co-authored the accepted article, Using animated language software with children diagnosed with Autism, PDD-NOS, and Communication Disorders with Dr. Rita Mulholland and R. Popeson, J. for *Teaching Exceptional Children Plus*.

f. Capstone Projects and Theses:

During Spring, 2008, twenty-two students successfully completed Capstone Projects. The following list provides the student names, titles, and faculty instructor.

Rita Mulholland was the instructor of the following students Capstone Projects:

Lisa Yaccarino: Does the Use of a Structured Format Improve A student's Understanding of Math Problems as Demonstrated by Assessments.

Robert Hankins: Does Using Age Appropriate Functional Reading Material Improve the Functional Comprehension Skills of Students with Multihandicaps

Kelly Miller: Using Pictures to Enhance Vocabulary for a Student with Communication Impairment

Michelle Salvucci: An Investigation of Effectiveness in Teaching Geometry in the Middle School

Jessica Ferrese: The Use of Graphic Organizers in ESL Classrooms

Katherine Irwin: Using Peer Collaboration to Motivate and Improve the Writing Products of Middle School Students

Mary Tamaru: Teaching and Improving the Phonemic Awareness Skill of Rhyme, Using Musical and Direct Instruction Techniques

Ron Tinsley was the instructor for the following student:

Christina King: Reaction to Campus Tragedy

Kim Lebak was the instructor for the following students:

Verna Peake: How can I modify the curriculum using appropriate materials to develop mini lessons in order to cover the required skills and concepts?

Jason Fuscellaro: Teaching Automaticity of Multiplication facts to 4th grade students

David Werner: An Analysis of Three Note-Taking Methods on Students' academic performance in a marine biology classroom

Coreen Macaluso: The effect of graphic organizers in reading comprehension

Denean Chiumento: Center based learning instruction provides pre-school students the ability to interact socially and intellectually with their peers through play

Walter Johnson: An action research study to determine if rules-based summarization training and the use of summary frames will improve expository text comprehension of fifth grad learning disabled students.

Jim Connelly: The effects of the Wilson Reading System on middle school students with disabilities

Susan Crossan: College Bound for Everyone: Differentiating Instruction in the Heterogeneous Classroom so No Child is Left Behind

Jennifer Brown: Maximizing the effectiveness of read alouds through the use of research-based strategies: Dialogic reading, text talk, and print referencing

Kelly Walsh: The implementation of a literature unit using a high-interest storybook

Art Epstein: Mathematic Memorization Strategies and Teaching to Mastery: Does it benefit lower achieving students?

Christina Turner: Creating Collaborative Co-Planning Model

Paul Polinski: Implementing Inquiry-Based Instruction in 8th grade Physical Science

g. Outreach/Community Service.

As Education Faculty members, outreach and service to the surrounding communities is important. The following outlines the service activities by our faculty.

Blecker, N. Member, Early Childhood Committee of the Atlantic City School District

Blecker, N. Member, Board of Directors, Seashore Gardens Living Center, Pomona, NJ

Blecker, N. Member, Board of Directors, Congregation Beth Judah, Ventnor, NJ

Blecker, N. Inclusion: Teaching everyone the “how and why”. Presented at the Weymouth School District, October 5, 2007.

Blecker, N. Differentiation: What, why & how – Strategies & techniques. Presented at the Leeds Ave. School, Pleasantville School District, October 5, 2007.

Blecker, N. Instructional strategies for at-risk students. Presented at the Seaside Park Elementary School, February 15, 2008.

Blecker, N. Meeting the needs of students with disabilities in the mainstream related arts classes. Presented at the Davies Middle School, Hamilton Township School District, February 19, 2008.

Caro, R. Co-Director: Teacher Training with a Mission (TTM) 2006-present. The Atlantic City Rescue Mission, New Jersey. \$18,000 grant provided by the Bridges Project, a Stewart B. McKinney-Vento Grant for the education of homeless children and youth. In addition to helping homeless kids with their academic work, TTM helps prepare pre-service teachers to educate

all students and examine their own racial class status, and to work in urban communities.

Lebak, K. (2008). Domains of Learning, Professional Development presented at Little Egg Harbor School District. June 9- June 12, 2008

Lebak, K. (2007). Differentiating Instruction A workshop presented at Bishop McHugh Professional Development Day. September, 2007.

Martin, R. Writing Workshops at GAMP, a Philadelphia public middle/high school.

Mulholland, R. Workshop Presenter (Jan 08): Ventnor Public Schools. Presented a 2 hour workshop on Behavior Management.

Mulholland, R. Workshop Presenter (March 08): Absegami High School. Presented a 2 hour workshop on Assistive Technology

Mulholland, R. Workshop Presenter (April 08): Margate Public Schools. Presented a 2 hour workshop on Classroom Management.

Mulholland, R. Workshop Presenter (April 08): Ventnor Public Schools. Presented a full day workshop on Classroom and Behavior Management.

Mulholland, R. Workshop Presenter (April 08): Galloway Public Schools. Presented on overview on Asperger Syndrome.

Mulholland, R. Workshop Presenter (May 08): Vineland Public Schools. Presented two 2 hour workshops on Behavior Management

Mulholland, R. Consultant (2008): Ventnor School District. Worked with special education teacher, paraprofessional, and family in developing instructional program for student with autism.

Mulholland, R. FACES Member (2008): Jewish Family Services committee focusing on supporting children on the autism spectrum (monthly meetings)

Mulholland, R. (2004-08) Consultant: US Aid and International Reading Association. Work with secondary teachers in Macedonia to improve the instructional environment. Developed a teacher mentoring manual, presented overviews and reports to the Minister of Education, and conducted workshops in Macedonia to train mentors and supervise them in their schools.

Mulholland, R. (2007-08). Intervention and Referral Service (I&RS) Team Member (ETTC/SRI): Work with ETTC team to deliver workshops to schools I&RS teams

State Committee Outreach:

Blecker, N. Member, NJ State Special Education Advisory Committee: The Federal government through the Department of Education has mandated that every state DOE have a special education advisory committee composed of community members, parents and educators.

Blecker, N. Member, NJ Special Education Task Force: The purpose of this committee was to review the state's special education plan that must be forwarded to the United States Department of Education.

Tinsley, R. New Jersey Department of Education Elementary Teacher Certification Program Approval Standards Committee—2007-2008—Meet monthly to develop new certification program approval standards.

h. Faculty recruitment efforts

Three tenure track searches in Education were conducted during the 2007-2008 academic year. Dr. Shelley Myers was hired as Assistant Professor of Special Education and Dr. Lois Spitzer was hired as Assistant Professor of E.S.L.

Shelly Meyers joins us as Assistant Professor with expertise in Special Education. She possesses a B.S. and M.S. in Special Education and has earned her Ed.D. in Educational Administration from Nova Southeastern, Florida. Shelly comes to us with a wealth of experience in the K-12 sector as a teacher, administrator, and special service director. Additionally, Shelly has several years experience as an instructor of special education in our MAED Program.

Lois Spitzer comes to the School of Education as Assistant Professor in English as a Second Language. She holds a BA in French and M.Ed. in English as a Second Language. Lois received her Ph.D. in Applied Linguistics from Boston University. She will offer courses, supervise fieldwork, and work with cooperating teachers in Teacher Education and related areas, specifically in ESL.

A third search for an Assistant/Associate Professor of Mathematics was unsuccessful in yielding an acceptable pool. As a result, Mrs. Mildred Peretti was hired for a one-year position.

i. Assessment activities. Please describe what you have accomplished and where you stand in your assessment plans (student learning outcomes, etc.).

Our assessment plan will drive program decision making. Through the TEAC process, the MAED and Teacher Education Program developed and evaluated claims regarding the accomplishments of our graduates. The claims were based upon TEAC's mandate to produce competent, caring, and qualified professionals that demonstrate subject matter knowledge, pedagogical knowledge, and caring teaching skill. A preliminary assessment plan was developed to evaluate our graduates' ability to meet the three claims. Initial data was collected and analyzed which provided evidence of meeting the three claims. However, due to the small number of graduates and the newness of the program, the data could not be considered valid and reliable. As part of our TEAC requirements to meet stipulations for New Program Accreditation by June, 2010, greater specificity in the assessment plan, along with on-going collection and analysis of data is needed.

During a May 26th faculty retreat an assessment plan based upon the work by Charlotte Danielson, Framework for Teaching, was approved as the theoretical framework for the development of a comprehensive assessment plan. Danielson's four domains of learning, planning and preparation, classroom environment, instruction, and professional responsibilities along with an added domain, pedagogical content knowledge will guide the development of the instruments to assess our graduate's ability to meet the three claims.

II. Future Directions

a. Program initiatives and goals for 2008-2009.

Assessment Plan:

The development and implementation of a comprehensive assessment plan to measure our graduates' ability to meet the three claims will be a priority for the next two years. During the first year we will focus upon the development of assessment instruments based upon the Danielson Framework. The instruments will be implemented during the 2008-2009 academic year. Based upon a pilot of the instruments during the Fall, 2008 year, modifications to the plan will be made. We anticipate a program wide implementation of the assessment plan in Spring, 2009. As we develop the assessment instruments, we will also be working to establish a mechanism for the electronic gathering of data. Data collected and analyzed from the assessment plan will be instrumental in the continual improvement of the program.

Enrollment Data Gathering:

The development of an internal data tracking system to greater track the progress of the MAED students is needed.

New Programs:

Various program initiatives have been proposed in Spring, 2008. Two of these programs are anticipated for start dates during the 2008-2009 academic years.

P-3 Certification Program

Changes in the state of New Jersey regarding the requirements for preschool, has led to an increased need for certified Preschool teachers. In response to this need, a committee of faculty members, Dr. Amy Hadley, Dr. Virginia deThy, Dr. Norma Blecker, Dr. Ron Tinsley, and Dr. Kim Lebak, have worked to develop a P-3 endorsement program. The program would build on the graduate special education program so that individuals with elementary certification can either complete the program to add an endorsement or complete the program as an alternate route candidate. The proposals also fit within the framework of the MAED. Students can continue after completion of the certificate to complete the MAED requirements of core course and research course requirements. The following chart provides an outline of the courses proposed for the P-3 endorsement:

| Early Childhood Courses |
|---|
| |
| EDUC 5321: EDUCATIONAL AND COMMUNITY RESOURCES |
| EDUC 5335: DEVELOPMENTAL READING INSTRUCTION |
| Curriculum Approaches (In the process of being developed) |
| Language & motor development(In the process of being developed) |
| Assessment & Instruction(In the process of being developed) |

SAC Coordinator Certificate Program

The NJDOE has asked that the Georgian Court College Substance Awareness Certification (SAC) Program be transferred to Stockton. This program that could be housed in either Education, Graduate Studies, or SOBL depending upon what would work best for Stockton.

b. Brief statement of plans for next five years.

New Programs

Several other new initiatives have been proposed for the near future, although perhaps not during the 2008-2009 academic year.

Social Studies Track:

Under the leadership of Dr. Rachel Martion, Drs. Deb Figart, Lucinda Jassel, Gorica Majstorovic, Ellen Mutari, Linda Nelson, Carol Rittner have met to develop a Social Studies track for the MAED Program. A preliminary proposal has been developed and will be presented to the Education faculty during the 2008-2009 academic year.

Educational Leadership Program:

A needs assessment conducted prior to the conception of the MAED program indicated a need for an Educational Leadership Program. Preliminary meetings have begun for the planning of an Educational Leadership Program. A preliminary proposal will be presented to the Education faculty during the 2008-2009 academic year.

Needs for additional programs have also been identified through a needs assessment and requests by current MAED students.

Reading Specialist Program:

Guidance Counseling Program:

- c. **Resource needs and rationale.** A budget is not required. However, if you have particular budgetary needs and know these costs, please include them (e.g. accreditation costs, lab equipment).

Faculty Lines:

A comparison of 2006-2007 to 2007-2008 indicated the number of courses taught by adjuncts are increasing for the MAED program. This increase is problematic in terms of our accreditation efforts. As we develop new programs, we will need to assure that faculty lines are available for the teaching of the additional courses.

Science Lab Equipment:

In addition to the faculty lines, equipment is needed for the teaching of teachers. Specifically, teaching science requires quality teachers, time, resources, space and a community of learners (see reference, National Research Council). It is difficult, if not impossible, to prepare quality teachers to teach science at the K-12 level without adequate facilities. Keeping in view the existing impetus for increasing the capacity of the college, it seems appropriate to seek some space dedicated to Science Education (K-12 Science Teacher Preparation) within the Teacher Education Program. This would not only increase the capacity to facilitate science teacher preparation but may help us recruit and retain more science students for the K-12 Science Education area. The space we are requesting would cater more specifically to K-8 science teacher preparation while the college level science labs would be used for 9-12 science teacher preparation.

