

M.A. in Educational Leadership - 2011/12 Director's Report

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Fall Graduate Enrollment Chart 1

	Fall 2010			Fall 2011		
Major Program	Part Time	Full Time		Part Time	Full Time	
	0	0		18	0	
Graduate School	Part Time	Full Time	Non-Matric			
	510	194	113			

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Hammonton

- x Recruiting event with MAED and MAIT—November 16—3:00-6:00

MAED/MAEL Email Recruiting Campaign

- x Multiple emails in November and December to all Administrators and Teachers
- x All Schools in Atlantic and Cape May Counties

MAEL Email Campaign—MAED and MAIT students

- x Provided current Stockton graduate students with information on how to bridge into Supervisor and Principal Certification coursework

Newly Accepted MAEL Students—Spring 2012

Four new students accepted into the MAEL program with one incomplete application pending.

Goals for Spring 2012

Continue recruiting efforts in Atlantic, Cape May, and Cumberland Counties

*Despite marketing efforts in these areas, only four students registered as MAEL students.

Continue recruiting efforts among Stockton MAED and MAIT graduate students

*Faculty in MAED and MAIT advertised in their respective programs the options available through MAEL. Several students registered for endorsement coursework through MAEL.

Develop more accessible pathways for bridging into earning principal certification from MAED and MAIT degree programs

*The use of 'equivalency' courses has assisted in enrollment numbers for MAEL courses.

Develop greater awareness and recognition of the MAEL program at Stockton within the South Jersey educational community

*With the opening of Hammonton and Ocean County locations, additional efforts to recruit in these areas should be planned. Continued attendance at Superintendent Roundtables kept us

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Faculty Complement - AY 2011 Teaching Faculty

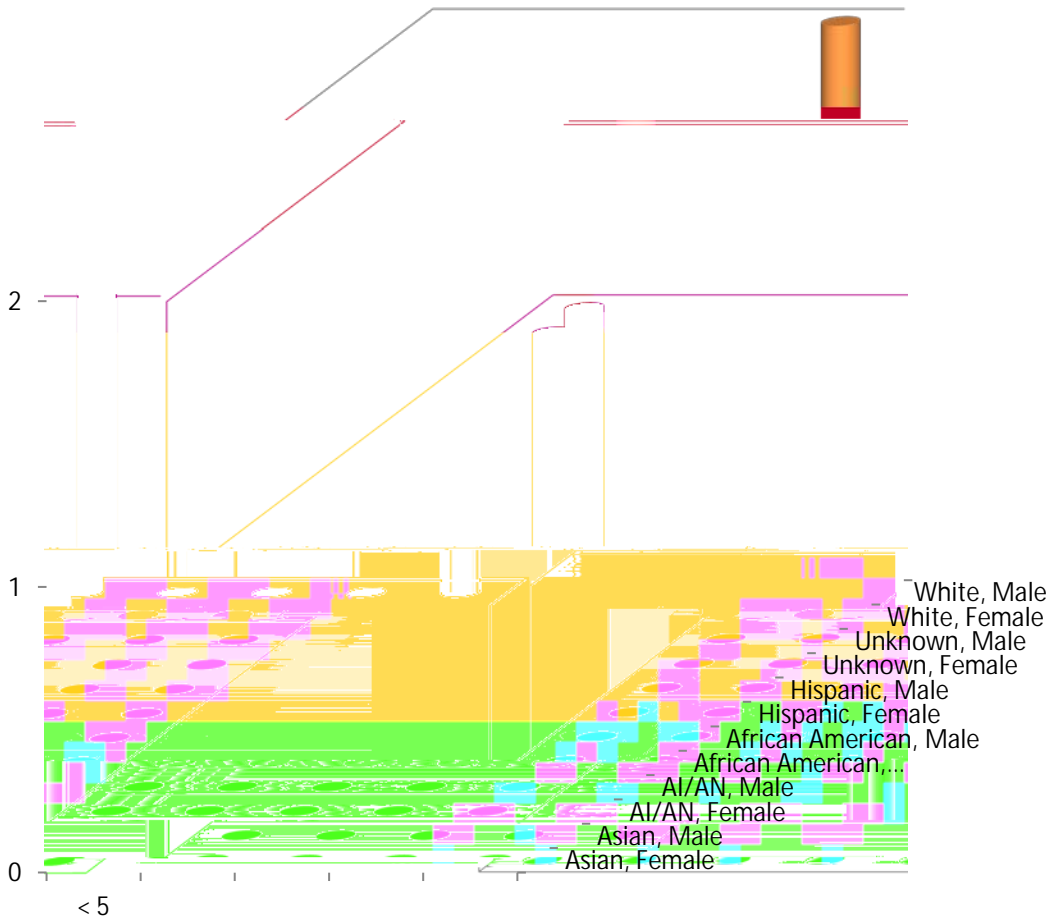
Chart 4

Ethnicity	Gender	
	Female	Male
Asian	0	0
AI/AN	0	0
African American	0	0
Hispanic	0	0

Longevity	
< 5	1
5+	0
10+	0

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Chart 5



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

Longevity	
< 5	2
5+	0
10+	0
15+	0
20+	2
Total	4

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Chart 6

0.48/44 1628Tm (1)Tj ET Q q 293.04 144.8 47.759 12 f* 4.48 0162.72 Tm n.32 47.52 84

Rank	
Distinguished Professor	0
Professor	0
Associate Professor	0
Assistant Professor	1
Instructor	0
Adjunct	2
Staff/Adjunct	1

Longevity	
< 5	3
5+	0
10+	0
15+	0
20+	

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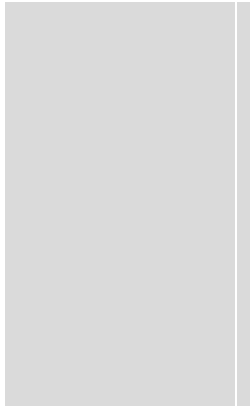
Director Comments about Faculty Complement and Faculty Activity:

Dr. Sharp began teaching full time for the College in spring 2011 and continued to offer School Leadership and Decision Making in both Fall 2011 and Spring 2012 terms. He also assisted with

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		<p>4.0</p> <p>EDUC 5432 had 20 completers with a class GPA of 4.0</p> <p>INTC 5250 had 9 completers with a class GPA of 3.85</p> <p>EDUC 6120 had 15 completers with a class GPA of 3.96</p> <p>EDUC 6130 had 19 completers with a class GPA of 4.0</p> <p>EDUC 6935 had 4 completers with a class GPA of 4.0</p> <p>EDUC 6936 had 4 completers with a class GPA of 3.92</p>	<p>capable of achieving success in MAEL courses by meeting requirements stated in syllabi.</p>	
	<p>Internship Evaluations</p>	<p>Individual meetings were held with each of the four students who completed internships during 2011-12. The Dean, Assistant</p>	<p>Feedback received was most positive. Flexibility of the program, quality of instruction by full time faculty, and overall course content were cited as being positive.</p>	<p>Conduct formal assessment of graduating students and review policies and practices related to course sequencing, equivalencies, and adjunct</p>

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	3.96
	EDUC 6130 had 9 completers with a class GPA of 4.0
	EDUC 6935 had 4 completers with a class GPA of 4.0
	EDUC 6936 had 4 completers with

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		<p>Director spent time with each completer to assess the value of the internship experience and overall program to date.</p>	<p>teaching and scope and volume of materials covered were identified as areas that could be improved.</p>	<p>connectivity between the Action Research course and the internships.</p>
	<p>Action Research Project</p>	<p>Four MAEL students completed an Educational Research 'equivalency' course with a group GPA of 4.0</p>	<p>Issue # 530.049</p>	<p>6 96.1r33fpla</p>

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			activities using the journal.	
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			by the State of NJ.	certification.
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Director Comments about Learning Outcomes Assessment Table:

The four students who successfully passed the State of NJ Licensing Exam for School Leaders suggests course materials covered are aligned with what students need to know to become effective school leaders. Assessment related to the use of adjuncts for certain non-

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Short Term	
Focus on marketing our current singular product at Stockton—the principal endorsement	<p>Develop plans for multiple entry points with options that culminate in principal certification only</p> <p>The faculty is generally in favor of offering more attractive paths for students already holding a master's degree or master's degree and supervisor endorsement. Faculty members were asked to review the proposed plans (att) and offer other alternatives or accept them as proposed.</p> <p>Gain state approval for modifications to the approved program for endorsements (underway)</p>

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	<p>Communication with these students will be crucial once alternative entry points and requirements for principal certification have been determined.</p> <p>Consider designating some courses as "open" to educators not matriculated in MAEL</p> <p>The faculty agreed to allow the MAEL courses: EDUC 5130, EDUC 5131, and EDUC 5132 to be considered open to matriculated MAED and MAIT students, as well as non-matriculated students following the same basic guidelines currently applied in the MAED program.</p>
<p>Medium Term</p>	
<p>Earn TEAC New Program accreditation for MAEL</p>	<p>Develop Inquiry Brief Proposal for submission in Fall 2012</p> <p>Discussion of the upcoming TEAC visit for TEDU and MAED, slated for fall 2013, led faculty to concur that it makes sense to bundle an initial visit for MAEL into the same on site visit at that time. Work on an MAEL IBP will continue, with plans to submit a document for formative assessment by spring 2013. Assessment data on summer 2013 completers can then be added into the IBP in preparation for the site visit in fall 2013.</p>
<p>Continue recruiting new MAEL candidates from area schools</p>	<p>Use contacts, email database, and other outreach to spread awareness of Stockton's MAEL program</p> <p>As modifications are approved and made, notification will be disseminated and recruiting materials will be updated.</p>
<p>Long Term</p>	

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applaud and directly support the long-term thinking that is taking place about a possible multifaceted leadership program that might supplement or supplant the current program. We will be supporting an enhanced marketing plan for the program which includes leveraging our satellite sites in Hammonton and Manahawkin

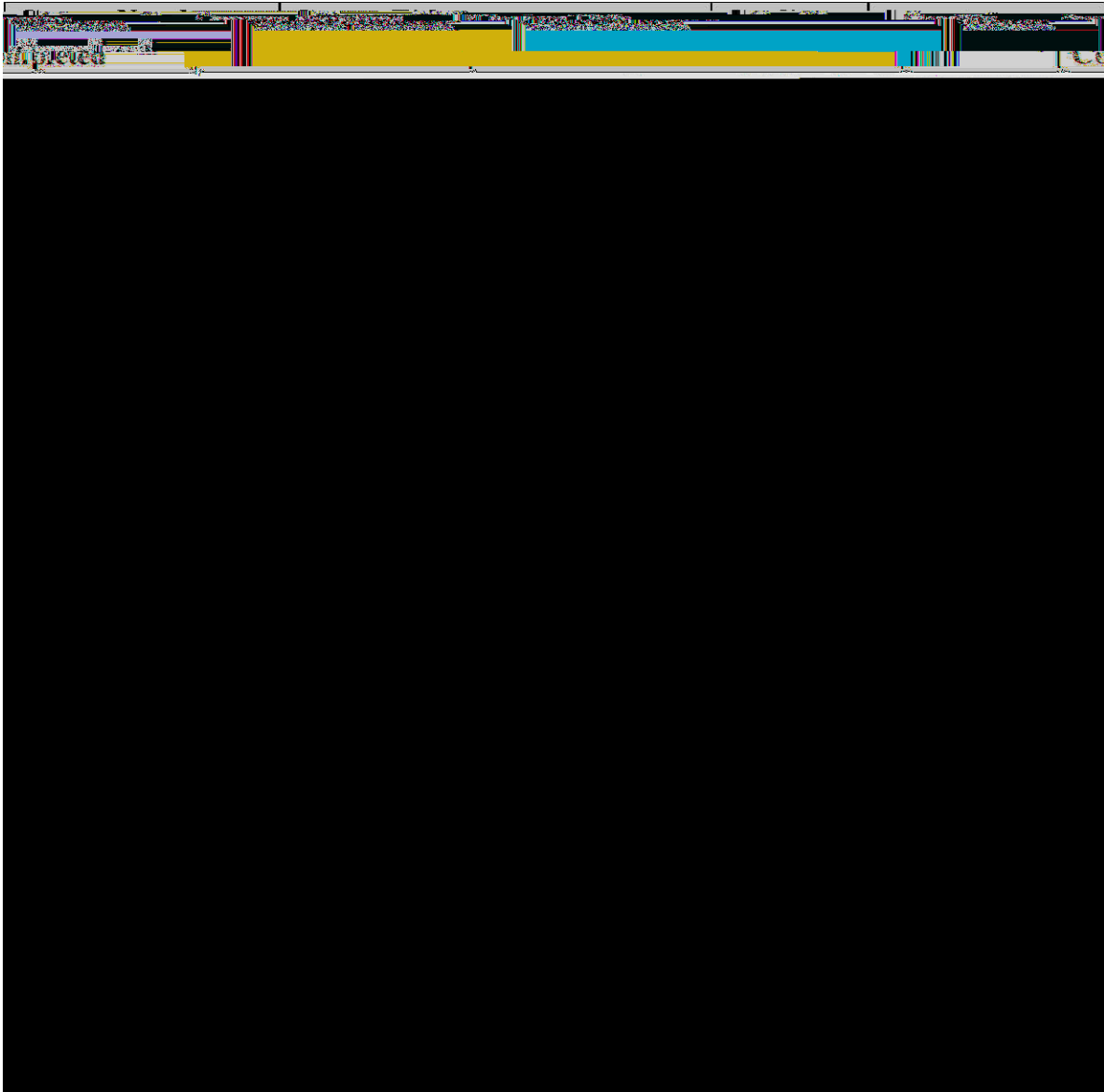
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Master of Arts in Educational Leadership (MAEL) Curriculum
Worksheet Supervisor and Principal Endorsements

ACADEMIC YEAR 2011 -2012

Name _____ Z# _____

Preceptor: _____ Date of Matriculation _____



Preceptor/ Program Director Approval: _____ Date: _____

Certification Officer Approval: _____ Date: _____

Completion Date: 5/15/12 JM

School of Education Approval: _____ Date: _____
REVISED (Director Request): 6/14/2012 JM - 7/05/12 CK - 7/23/12 LL

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Master of Arts in Educational Leadership Degree Curriculum Worksheet (7-3-12)
(36 credits required--Includes Supervisor and Principal Endorsements)

Academic Year 2012-13

Name: _____ **Z No.** _____

Preceptor: _____ **Date of Matriculation:** _____

Leadership (15 credits)	Credce a
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Supervisor and Principal Endorsements for Qualified Masters Degree Holders (7-3-12) (30 credits required) Academic Year 2012-13

Name: _____ Z No. _____

Preceptor: _____ Date of Matriculation: _____

Leadership (12 credits)				
		Credits	Sem	Grade
EDUC 5430	School Leadership and Decision Making	3		
EDUC 5431	School Law	3		
EDUC 5432	School Finance and Resources	3		
EDUC 6120	Principles of Supervision and Evaluation of Instruction	3		
Supervision (9 credits)				
EDUC 6110	Curriculum Development and Evaluation OR	3		
EDUC 6131	Curriculum Theory and Practice			
EDUC 5415	Curriculum Development and Analysis OR	3		
EDUC 6132	Curriculum Writing and Implementation			
EDUC 5337	Curriculum Based Assessment OR	3		
EDUC 5420	Assessment and Implications for Instruction OR			
EDUC 6133	Instruction and Program Assessment			
Internship (*6 credits required during 300 hours of service over 3 semesters)				
EDUC 6935	Internship I (100 hours)	2		
EDUC 6936	Internship II (100 hours)	2		
EDUC 6937	Internship III- Capstone (100 hours)	2		
Elective (3 credits) Choose One				
EDUC 5321	Educational and Community Resources	3		
EDUC 5336	Curriculum Adaptations			
EDUC 6130	Public School Administration and the Community			
INTC 5160	Instructional Design			
INTC 5230	Supervising and Coordinating Instructional Technology			
INTC 5250	Leadership in Instructional Technology			
INTC 5330	Integrating Technology into the Classroom			

* Interns complete the internship over three semesters at a rate of 50 clock hours of service per academic credit. NJDOE Licensure requires 300 hours of internship which equates to a total of 6 graduate credits distributed among the three semesters of internship at Stockton.

Program completers must file separate applications for the Supervisor and Principal endorsements.

Applicants for the Principal endorsement must pass the School Leaders Licensure Assessment (6011).

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Principal Endorsement for Supervisor Endorsement Holders (7-3-12)
(18 credits required)** **Academic Year 2012-13**

Name: _____ Z No. _____

Preceptor: _____

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2012-2014 Proposed Marketing Plan for MAEL

Target: 15 new students for MAEL Off Campus Program beginning January 2013

1. Superintendent Roundtables:

Visit following county superintendent roundtables: Atlantic, Cape May, Cumberland, Ocean, Burlington. Coordinate visits with staff from SRI/ETTC. Program Director and Faculty to join staff and Graduate Studies representative if available. Brief overview of program and distribute brochures. Discuss possibility of Cumberland County and/or Hammonton as well as Manahawkin site locations. Request meetings with school faculty to discuss program options. Determine in advance what the "ask" and "message" will be.

When: September/October 2012

Who: P. Weeks, G. Sharp, D. Figart, D. Dunleavy, J. Marchetti, Grad. Studies Admissions Staff

2. Direct Mail Campaign

Identify all Stockton graduates possessing teaching certificates and who graduated prior to 2007. Provide options for certification and advanced degree.

When: July/August/September 2013 Who: Graduate Studies, School of Education

3. Newspaper/Radio/Social Media Networking

Identify topical areas (e.g. School Law) and market courses directly to faculty. Take ads out in local newspapers, including AC Press and other regional papers that might be appropriate. Also, consider redo of 15 and 30 minute radio spots developed two years ago. Continue utilizing Facebook and Twitter regarding program offerings and targeted course marketing.

Wh

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Dr. Joseph Marchetti, Interim Dean and Professor of Education
Professional and Service Related Activities 2011-12

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Dr. Deb L. Figart Professional Development Information- 2011-12

Boards. Figart, Deborah M. Member of Board of Trustees, Novadebt, a 501c3 corporation. Also

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Presentations. Figart, Deborah M. "Internal Organizing: Mobilizing Members," AFT New Jersey State Federation 67th Convention, Galloway, NJ, April 21, 2012.

Presentations. Figart, Deborah M. "ABC: All 'Bout Credit," presentation to Stockton Day of Student Leadership, The Richard Stockton College of New Jersey, February 25, 2012.

Presentations. Figart, Deborah M. "A Case for Financial Capabilities," testimony to the New Jersey College and Career Readiness Task Force, Galloway, NJ, December 15, 2011.

*** Also in-service professional development for NJ teachers!!!!

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Dr. Norma Blecker Professional Development Activities 2011-12

Publication:

Blecker, N.S. & Williams, C.A. (2011). Authentic teaching and learning: Modeling collaboration and differentiation at the graduate level. Proceedings for the Twelfth Biennial Conference of the International Association of Special Education, 135-137 (ISBN 978-0-615-47548-6)

Presentations:

Authentic teaching and learning: Modeling collaboration and differentiation at the graduate level. Co-presenter: C. Williams. Presented at the International Association of Special Education (IASE), Windhoek, Namibia, July 2011.

Preparing for tomorrow: Making students ready for the 21st century and beyond. Co-presenters: C. Briggs, C. Williams. Presented at the National Association of Gifted Children Annual Conference. Nov., 2011. New Orleans, LA.