

MONMOUTH UNIVERSITY SCHOOL OF EDUCATION

THE EDUCATOR

Pictured: *The First Six Ed.D. Graduates*

2020



Innovation

**Teaching in
England**

**Life-Changing
Opportunities**

Discover. Invent. Imagine.

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Contents

Message from the Dean: Innovation in Education, by John E. Henning	01
Student Feature: A Passion for Teaching, by Angello Villarreal	02
An Adventure Abroad: Teaching in England	03
Milestone Events	
Making Smiles: The Buddy and Me Program	04
Improving the Quality of Life: Rett Syndrome Symposium	05
New Ed.D. Graduates	
A First Among Firsts: Stephany Hesslein Anderson, Ed.D.	06
Building Confidence Through Rigor: William T. Smith, Ed.D.	08
Student Researchers	
Life-Changing Opportunities: Christine Oller	09
Making a Difference: Kelly Schuld	10
A Life of Service: The School of Education Remembers Letitia Graybill, Ed.D.	11
2018-2019: The Year in Review	12
Fighting Injustice: Tim Wise Gives Keynote Address at the Inaugural Social Justice Symposium	14
Advancing a Social Justice Agenda: Tina Paone, Ph.D.	16
Books Recently Published by School of Education Faculty	18
Monmouth Distinguished Alumni Award Winner: Michael Salvatore, Ph.D.	20
Thank You to Our Donors	21



Message From The Dean

Innovation in Education

Education is not often seen as an innovative profession. Innovation is usually associated with other fields, such as business, science, and medicine. These are the innovative disciplines. Business invents new gizmos, science discovers truth, and medicine saves lives.

In contrast, education is seen as a follower, a discipline whose primary purpose is to keep up with its more progressive and inventive senior siblings. Our role is to share all the life-changing ideas imagined by the more dynamic professions. As such, we are always seen as one step behind, always beholden to others.

Yet innovation is arguably more needed in education than any other field. The rapid global changes in the marketplace, the environment, immigration, and international politics are quickly altering the world around us. Coping with these changes will involve wholly new ways of thinking about ourselves and our world. How can we foster the kind of teaching and learning in our schools that will provide our children with the tools to handle the current and future crises? Our success will depend not just on our ability to innovate, but also on our ability to teach.

Education doesn't need to be "fixed" or "reformed." Just as business develops innovative goods and services, as science relentlessly seeks to make scientific discoveries, and medicine searches for yet another miraculous cure, education is also a discovery field. Innovations in teaching and learning need to be imagined, discovered, and invented.

Innovation in education is challenging. First, because it aims to change people – how they think, learn, and know. This is often a slow and arduous process. Second, schools and other educational institutions are necessarily conservative because they are entrusted with children. Therefore, educators must take risks carefully and build a consensus around innovative pedagogical approaches. There is a low tolerance for failed initiatives in schools.

How children are taught to learn plays a critical role in their ability to innovate. When we better understand that relationship and how to foster it, we will better appreciate the critical role of innovation in education. Perhaps then we will appreciate education in its proper role, as the source of all other disciplines.

Sincerely,
John E. Henning
 Professor and Dean

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A Passion for Teaching: Angello Villarreal

by Hanan Al Asadi

Angello Villarreal always knew he wanted to be a teacher, all the way back to when he was a little boy in his home country of Peru. "I came to this country to be an educator," said Villarreal, who is just finishing his master's degree in Spanish Education with an endorsement in English as a Second Language.

Villarreal started his career in retail sales, but he never forgot his dream. When he visited Monmouth and learned that he could earn an income while gaining teaching experience, he was convinced it was time to make a change. Joining the Teacher Residency program enabled him to work as a substitute teacher, an instructional assistant, a long-term substitute teacher, a summer program teacher in English as a Second Language and a clinical intern.

The Teacher Residency program also provided extra time in the classroom for Villarreal to hone his skills in preparation for managing classrooms, motivating student learning, and providing relevant instruction. Before he even completed the program, the Long Branch School District offered him a full-time tenure track position. They liked what they saw during his placement.

Participation in the cutting-edge program also gave Villarreal opportunities to share his experiences with teacher educators from other preparation programs at national conferences in Louisville, KY; Atlanta, GA; and Atlantic City, NJ. "Being in Monmouth not only made me grow academically, but also in different aspects of life," commented Villarreal.

According to Villarreal, he received a unique experience at Monmouth. He especially liked the small classes which allowed for more interaction with the professors, who always encouraged him to do his best.

*"I've been challenged in ways
I didn't know were possible"*

-Angello Villarreal

An Adventure Abroad: Teaching in England

by Hanan Al Asadi

A group of 12 teacher candidates took advantage of winter break to immerse themselves in a teaching experience in England. They had a chance to learn new teaching methods in an entirely different type of school system. "It is an amazing opportunity to watch students learn and grow in ways you wouldn't be able to see in a traditional classroom," said Tracy Mulvaney, Ed.D., Assistant Dean in the School of Education.

The Monmouth students, who taught a number of lessons on American culture, found their experience in the British schools highly rewarding. "Teaching abroad has taught me the value of collaborating with other professionals around the globe," said Maria Capetta, a junior Elementary Education major. Another student, Sarah McCambridge, said, "I loved every single moment at the school.

Not one day went by that I didn't learn something from the kids, my teacher, or myself."

At the end of each day, students journaled about their experiences and discussed their observations with each other. This approach enabled them to compare their experiences across different schools. Reflecting and discussing together "allowed the students to form strong friendships and get to know each other better," said Mulvaney.

They also explored London and visited the theatre of Shakespeare, Oxford University, and the Cotswold area. "The trip to England has enabled students to bond and get closer to each other. Many of them are going to Beijing this year," said Mulvaney. The trip to Beijing will give students the opportunity to observe, learn, and teach in an Asian culture.





Making Smiles: The Buddy and Me Program

by Susan Schuld



Shyly, a third-grader tip toes up behind Hailey Butler, a freshman in the Buddy and Me program. He taps her on the shoulder, thanks her for being his friend, and gives her a long hug. Then he scurries off to his classmates. Hailey turns to the friend sitting beside her and says, *“That’s why I do this. That’s the best part.”*

Butler is a Monmouth student mentor in the Buddy and Me service-learning partnership with the Amerigo A. Anastasia Elementary School in Long Branch School District. The program provides literacy and math support for students in grades 1 through 5. Since the program began, the average reading scores for the children have increased by 97%.

This year, newly installed Monmouth President Patrick Leahy attended the event and read a book to the students entitled, *What Do You Do with A Chance?* by Kobi Yamada. Ruth Morris, Ed.D., program director and Chair of the Department of Curriculum and

Instruction, stated that this year’s end-of-semester celebration was “a testament to our three years of collaborating together with Anastasia Elementary.”

Nikita Grinnell, one of the two co-coordinators of the program at the elementary school, illustrated the impact of the program with a story about a young student who was not speaking to anyone, even her mother. But to everyone’s surprise, the student began speaking with her Buddy and Me tutor. Now she is speaking with everyone and doing so well that she does not need tutoring or special assistance.

Grinnell added, “It is a great story that reveals the power of Monmouth students in this program. The social aspect of this program is really huge for the students. It inspires them to pursue higher education and it means a lot to hear them say they want to go to college.”

On his way out the door, Markus Rodriguez, the other program co-coordinator, looked around beaming: “Do you see their smiles? That’s my favorite part.”



Improving the Quality of Life: Rett Syndrome Symposium

“This program is dedicated to providing individuals in the community with information to improve the quality of life for those living with Rett and their families. This program helps meet that goal,” said Theresa Bartolotta, Ph.D., a professor in the department of Speech-Language Pathology and a mother of a child with Rett syndrome.

The second annual Rett Syndrome Symposium provided an introduction on how to use Pragmatic Organization Dynamic Displays (PODDs), a technique

to help communication for individuals who have limited or no verbal skills, including those diagnosed with Rett syndrome, Down syndrome, autism, and other disabilities. The keynote speaker was Linda Burkhart, a world-renowned expert on augmentative communication for individuals with complex communication challenges. The attendees were teachers, therapists, and parents.

The hands-on demonstrations and case studies engaged the symposium participants in lively discussions.

Afterwards, they expressed their eagerness to return to their schools and implement what they had learned.

One mother expressed her gratitude for her new expertise, “Now I can help my daughter communicate,” she said.



A First Among Firsts: STEPHANY HESSLEIN ANDERSON, ED.D.

“Students were choosing something that they were passionate about and they were really kind of self-directing their own learning and really trying to solve a problem or create something or whatever it is that they wanted to do based on their interest and what they love to do.”

Stephany Hesslein Anderson, Ed.D. is the first Monmouth doctoral student to defend her dissertation, one of the first six doctoral graduates in Monmouth history, and now a three-time Monmouth graduate. Previously, she had completed her BA degree in elementary Art and Education and her M.S.Ed. in literacy. Monmouth was a part of Anderson’s world ever since she can remember: “We’d drive to the beach and pass Monmouth when I was a little kid. I’d just see it and just look at it. It’s a landmark, and it’s gorgeous.”

Initially, she decided to go further away from home, but after one semester she transferred to Monmouth. After experiencing some indecision, she chose art and education as a major, an experience that she “absolutely loved.” During her first year of teaching, she quickly realized the importance of literacy instruction and entered Monmouth’s M.S.Ed. program in Literacy.

It still wasn’t enough. Her students were coming with phones, tablets, and other devices, and she saw they needed something more. “I saw that need for kids to have a really solid understanding and use of the technology, not just as something to look at celebrities and watch random videos, but to really take the device that’s super powerful and use it in meaningful ways.

That was the “first seed” for what became her Transformative Leadership Project and dissertation. She started the Genius Hour, which mimicked Google’s practice of allowing employees to spend 20 percent of their time directing their own work projects. She found a way to complete the prescribed curriculum while still allowing her students their own time.

“Students were choosing something that they were passionate about and they were really kind of self-directing their own learning and really trying to solve a problem or create something or whatever it is that they wanted to do based on their interest and what they love to do.”

These successes created a new opportunity for Anderson. She began sharing what she learned at educational conferences and collaborating with other people who were doing similar things.

It was at that time that she got the opportunity to transition from teaching in the classroom to her current role of educational technology specialist. Anderson took advantage of the chance to have conversations with teachers about trying something new in their practice.

“That is kind of where I was when Dr. George came and talked to us about this new Ed.D. program at Monmouth and that I should really think about it.”

Anderson told herself the new doctoral program would help her go to the next level. Although lacking prior experience in research, she loves challenges, and is highly committed to having a greater impact. Her dissertation allowed her to show the impact of her work in a really meaningful way, through the data.

“It was also something that I couldn’t have done without every single person in the room with me. My chair, especially Dr. Bragen, was like a constant champion for me throughout the whole process. And he really pushed me to be better and pushed me to meet my deadlines and pushed me to make sure that my writing is the best it possibly could be.”

Now that she has graduated, Anderson’s plan is to continue measuring the impact of her change initiative “because that’s good practice: to collect data, to see what you’re doing, to change, and to continue to do it over time. That’s something that I’m continuing and I feel strongly about. I would also like to collaborate with other people on writing.”

Shown with Marla Beil, Ed.D., a member of the first doctoral cohort.





Building Confidence Through Rigor: William T. Smith, Ed.D.

by Hanan Al Asadi

NEW ED.D. GRADUATES

“For me – and I’ve said this numerous times since finishing my dissertation – there was a piece of the research that produced quite an interesting finding. When we expose our students to a significant level of rigor, not only does their confidence increase, but the organization, by virtue of having success with those students, develops a confidence and, really, a culture, an institution of confidence, and that has a cumulative effect as the organization continues to try more ambitious goals. When that finding emerged in my research, I reflected upon my own practice and realized it was true, but I’d never registered it before.”

William T. Smith, Ed.D. has held multiple positions, from teacher to principal, and is now a superintendent. He describes his career path in education as continual growth in the discovery of new pedagogical approaches.

The move to different districts has broadened that professional network and given a very different perspective on student needs because they were very distinct and unique and, yet, common from each district to the next.

His entry into the Educational Leadership doctoral program just became a piece of that journey and a logical outgrowth of what he had been doing with the university. Smith has been a member of and a presenter for the Principal’s Academy, a regular attendee and presenter at the

Literacy Symposium, an adjunct instructor, and a member of the Partnership Advisory Council. He found these connections to be a “natural and logical network of professional educators that he learned a lot from that kept him very connected to the university.” They contributed to his decision to choose the Monmouth doctoral program.

“So, I really think one of the pieces that’s so unique and so strong about Monmouth is that they know there’s a progressive education hub in the center of New Jersey, and they’ve tapped it. They’ve tapped it for teachers and students, and so there is a progressive outlook here that encourages inventiveness.”

Much of Smith’s research in the doctoral program has focused on exposing students to academic rigor. The dissertation caused Smith to focus on the implementation of Advanced Placement courses for ninth-grade students. The findings showed that exposing students to rigor allows both the students and organization to increase their academic confidence levels and ambitious goals. The experience has taught him to value diving deep into one topic.

Smith describes his vision for a future school system as an organization that believes in students. “Rather than finding reasons to keep a student out of our best course or the next level of rigor, we’re finding reasons and pathways to put them in.” Every organization should look for ways to open pathways for students who are capable of achieving more.

“So, I’d like to pursue academic confidence a little bit more because that was very interesting to me. There are some practitioner pieces that I’d like to look at with respect to how to go through this sort of process of identifying where you can expand opportunities for students, and what are the steps necessary, or replicable steps, that anyone could take into their system and make work? And I think there’s a lot of ground to sow and then hoe – whatever – a lot of ground to cover there, and fertile ground at that.”

Smith emphasized the importance of the cohort friendships that provided so much support during the Ed.D. program. “It really becomes a way for the group to blow off steam, meet important deadlines, and have a unified voice in providing feedback on the program, positive and negative, and it’s a really constructive experience,” said Smith.

STUDENT RESEARCHERS

Life Changing Opportunities: Christine Oller

by Natalie B. Anzarouth

Christine Oller received the Dean’s Award for Graduate Level Proposed Research for her poster presentation on Resiliency of First-Year College Students. The award was given during the fall 2018 semester’s School of Education Student Scholarship Exhibition and recognizes the work of both undergraduate and graduate students, awarding one student for each level of study.

“This is life-changing for me!” Oller, a graduate student in the Student Affairs and College Counseling program, exclaimed, adding, “It solidified my decision to pursue this degree and strive to work in higher education. The Research Exhibition affirmed my choice to come to Monmouth University.” Oller hopes this topic will create a higher level of understanding between student affairs professionals and the level of resilience first-year students possess in order to “initiate programs that will better serve their needs through their transitions.”

Assistant Professor and Oller’s Faculty Advisor Alyson Pompeo-Fagnoli, Ph.D., noted, “Studying resiliency in college students is critical because the transition to college can bring with it many new challenges. A healthy sense of resiliency is vital in successfully navigating these challenges.”

Oller began this research because she “recognized it is vital to the students’ development and growth into young adults.” In her work

at Monmouth University, Christine hopes to collaborate with local schools to narrow her research towards specific groups of first years, such as veterans and first-generation students. “I am in the beginning steps of reviewing literature for a proposal that I would like to present on student leadership, and specifically the mental health of student leaders on campus,” Oller explained.

Oller hopes to complete her license in professional counseling at Monmouth following graduation. “I would like to be a student-affairs professional on a college campus, working in some kind of advisory role. I actually just finished an internship with the orientation program at Monmouth this summer and I really enjoyed it. I got to really learn about putting together a program and making sure everything was prepared and executed.”

Oller is also interested in fostering women’s leadership. “I’m going to be starting an initiative through the School of Education for women’s leadership for undergraduate students. It’s important for them in a lot of ways, because while we see women in the education field, we do need to see them more in areas of superintendent roles, more mastery roles, where they are breaking the glass ceiling...whether that be through research, service or a higher position for their communities and their schools.”

Research is “fun” says Oller, who also hopes to complete her doctorate degree sometime in the future.



Making a Difference: Kelly Schuld

by Hanan Al Asadi

Kelly Schuld is a teacher candidate with a distinct passion for teaching and learning. The prospective teacher traveled to Gallaudet University, a liberal arts university dedicated to the deaf and hard of hearing, in order to research the historical roots of American Sign Language (ASL). “I chose to research sign language because I have always loved it, ever since I came across it in Elementary school,” said Schuld.

Schuld describes her experience in Gallaudet as highly educational. She spent most of her time at the library researching ASL. “The library was full of amazing sources for my research. It gave me physical books by deaf historians to look at,” said Schuld.

For Schuld, Gallaudet was the perfect environment for reading, learning, and focusing. As Schuld was able to go through several books while note taking, she says, “I was able to engage myself there in the literature while being immersed in the community.”

For her honor’s thesis, Schuld’s focus was to research the development of ASL in the field of education, and to trace the language back to the early 19th century in private and public schools. “This research was more comprehensive than the available scholarship and it gives insight into the history of special education, as deaf education is the oldest special education field in the United States, if not the world.”

Schuld describes her experience at the School of Education as highly rewarding. Her involvement in the Teacher Residency program has enabled her to gain extra teaching experience and given her the opportunity to present her experiences at the American Association of Colleges for Teacher Education national conference.

“I’ve learned to keep my teaching creative, consistent, and to challenge my students academically. I learned to be patient and proactive because it is within my power to create a supportive environment for all students.”

When asked why she chose a career in teaching, Schuld said that while growing up, she always knew she wanted to help people, and ultimately found teaching to be the best career for her to make a difference. “I did not just choose teaching for the academic part of it. I like to also make life lessons in the class because teaching is one of those professions where you can help people.”

A Life of Service: Remembering Letitia Graybill, Ed.D.

by Natalie B. Anzarouth



“She gave us a gift without really realizing it.”

Recently, the School of Education lost a devoted educator and cherished colleague, Letitia Graybill. Leti— as she was known among her colleagues— worked as a lecturer in science education. Graybill is remembered as a lifelong educator, who dedicated herself to her students, colleagues, and family.

Longtime colleague, collaborator, confidante, and trusted friend, Judith Bazler, Ed.D. and professor of science education, recalled Graybill’s astute knowledge, generous spirit, and team player mindset. “She was absolutely brilliant,” Bazler said, adding, “she never ever said ‘no’ to anyone. That’s Leti. She was kind to people, and she forgave them. She gave them second chances and third chances.”

The entire School is feeling the depth of her absence. “She is very missed,”

Director of Field Placements Patricia Heaney said, recalling, “Talking with her was always a bright spot in my day...She loved working with our teacher candidates to help make them great teachers. She gave them strong guidance, with care and patience. She’s the educator most educators—I believe— should strive to be.”

When current Chair of the Curriculum and Instruction Department Ruth Morris, Ed.D. came on as a new faculty member, Graybill frequently checked in with her to make sure she was comfortable in her new environment. “Her door was always open. She was always available,” Morris explained. “Everybody that met her became a better person.”

After Graybill’s passing, Morris recalled the instant absence she felt in the hallways without Graybill’s presence and the warmth in Graybill’s office, specifically a wall where Graybill hung up photos, letters, and mementos from children, students, grandchildren, and school superintendents. Morris described this wall as a history and timeline of people’s lives that were touched by her. “They were related to science and learning. So, you really got to see the dynamic of who she was—even on that wall,” Morris added.

Graybill received her master’s degree from Harvard University— and was the first female graduate student to work with renowned scientist E. O. Wilson. Bazler recalled how she and Graybill attended a lecture of Wilson’s—the self-proclaimed Ant Guy. “Her research was to watch one ant over time, daily for hours. Who watches an ant for hours? She thought it was the weirdest thing.”

When asked to describe Graybill in one word, Morris easily came up with a response. “Grow.” This is in line with the University’s upcoming plans for a tree

planting in memory of Graybill. While a date has not been finalized, Morris noted, “I think just having the tree there, being able to gather there and knowing it’s on campus will bring us comfort.”

Though she describes the time she knew Graybill as relatively short, the impact on Morris’ life as an educator has proven to have been profound. “I need to give back what was given to me. I really do. When you do that for your colleague, you will do that for your students. Because that’s the kind of lifestyle that’s modeled, and you can’t really teach it.”

The School of Education is holding on to the memory and legacy Graybill has left behind. We have a little bit of Leti in our office,” said Colleen Finnigan, office coordinator for the Department of Curriculum and Instruction. She was referring to a set of large textured wicker baskets that sit in the departmental office, baskets that Graybill used to decorate her office.

As Morris recalled, “She gave us a gift without really realizing it.”

YEAR IN REVIEW

2018

2019



Sept 2018

Academic Welcome

The School of Education greets new Education majors at the Academic Welcome.



Oct 2018

School Safety Symposium

New Jersey Department of Education representative, Jeff Gale, speaks at the School Safety Symposium.



Nov 2018

Autism MVP Walk

Special Education faculty, staff, and students gather at the annual Autism MVP Walk.



Mar 2019

Immersion Day

Monmouth Future Scholars celebrates a visit to campus by Long Branch High School students.



Apr 2019

American Educational Research Association

Monmouth faculty members, Lilly Steiner, Kerry Carley-Rizzuto, and John Henning presented their research at the American Educational Research Association's annual meeting in Toronto. Pictured above is Dean Henning.



May 2019

Graduation!

School of Education students pose in anticipation of the big moment.



Dec 2018

Interprofessional Research Exhibition

Students explain their research at the School of Education Interprofessional Research Exhibition.



Jan 2019

Partnership Dinner

School partners pictured at the annual Partnership Dinner.



Feb 2019

AACTE Conference Presentation

Team Monmouth University gathers before their presentations on mentoring and the Teacher Residency program at the American Association of Colleges for Teacher Education annual conference in Louisville, KY.



Jun 2019

Washington Week

Kelly Schuld, Angello Villarreal, and Dean Henning meet with Angela Ryan, former Monmouth student and current aide to New Jersey Representative Chris Smith.



Jul 2019

Write On Sports

The Write On Sports Camp welcomes students from Monmouth County for the third year. The two-week summer camp was full of activities such as storytelling, blogging, and, most of all, learning to write professionally.



Aug 2019

Summer Graduation

Professor Lilly Steiner and Literacy Program graduate, Amy Bennett, at August graduation.

Fighting Injustice:

Tim Wise Gives Keynote Address at the Inaugural Social Justice Symposium

by Natalie B. Anzarouth

Noted anti-racist commentator Tim Wise gave a powerful keynote address on the state of educational inequity at the Inaugural Social Justice Symposium. His talk, sponsored by the Educational Counseling Program, addressed the systemic nature of White supremacy, class, and economic dominance in the American educational system.

Wise spoke to an audience of 250 Monmouth students, faculty, and local community members, stating, “It is vitally important for us to begin our analyses at a place of fearless honesty. And, most of the time we do not.”

He likened the inequity in the educational system to other issues of criminal justice, labor markets, housing, and healthcare, urging, “The American educational system, if you know nothing else when you leave here this evening, know this, the American educational system is most definitely not failing. It is a resounding success.”

Wise added, “Inequality is not a glitch—it is a feature. If we want to get to equity, we have to retool the system

from the beginning,” citing the days of educational segregation, when Black and Brown communities created “a collective purpose for education that was different than the dominant culture.”

Wise explained that if we simply look at disparities in educational outcomes between students from affluent families and students from working class families, we are overlooking the fundamental problem that lies within the original scheme that founded education in this country. Wise noted, “The American educational system is doing exactly what it was set up to do. It is succeeding.”

The system, as Wise explained, was never set up to serve Blacks and African Americans, but only the White and the wealthy. Wise urged attendees to ask themselves if the system could be failing those it was not set up to serve? He said, “If you think the system was set up for those folks you haven’t been paying attention. When a system is not set up for you, and then it proceeds to let you down, that is not system failure is it? That is system success. And if we aren’t happy with

“Inequality is not a glitch—it is a feature. If we want to get to equity, we have to retool the system from the beginning”

- Tim Wise



the way in which it is succeeding then we have to retool the machinery.”

Wise’s potential solution for the current system is to articulate a different purpose, one that appeals to those who are currently underserved. He cautioned against the naivety of new teachers who seek to become educators because education is the great equalizer. “See, if you think that, you’re already lost. Because you’re not paying attention to 200 years of history where Thomas Jefferson told you it wasn’t about equality. He told you it was about inequality,” Wise noted.

“It is not about dispensing knowledge into the brain buckets of young people: it is about liberating them, allowing them to meet not only their individual potential, but they’re collective potential as a

people. Because the system certainly has never been intended to tap into that. So, we’re now up against hundreds of years of history. The question is, what are we going to do? Are we going to define a different purpose for schooling, and are we going to lean into that purpose and live that purpose, and fight for that purpose?”

Wise has spent 25 years speaking in all 50 states, at over 1,000 college and high school campuses, at hundreds of professional and academic conferences, and to community groups across the country. He has trained teachers, corporate employees, non-profits, and law enforcement officers in methods for addressing and dismantling racism in their institutions.

Advancing a Social Justice Agenda: Tina Paone, Ph.D.

by Hanan Al Asadi

“I am still most proud of the way that our students say that I have impacted the work that they do with regards to race and racism, how my class impacted them. That is what I am most proud of.”



The Origin of the Department’s Social Justice Mission

Tina Paone, Ph.D. describes her experience at Monmouth University as highly productive. During the course of 13 years, Paone has been a leader in the development of a CACREP-accredited counseling program whose mission is to advance research and initiatives on race, racism, Whiteness, and social justice.

Paone is a full professor and former department chair in the Educational Counseling and Leadership Department. She has published numerous articles, book chapters, and a book on social justice. Her most recent article was spotlighted by the American Counseling Association as part of a pioneering collection that provides important insights into the unique pressures and needs affecting college students of color.

The origin of the department’s social justice mission began when Paone taught a class called “Group Experience,” which focused on social justice. Paone describes this course as the beginning journey for her research on students’ reactions to bold instruction about racism and Whiteness.

The class is unique to the counseling program at Monmouth University. “We became one of the only counseling programs that had two multicultural courses in it, which is a big deal,” says Paone.

Initiating the Monmouth Future Scholars Program

Paone furthered the counseling program’s social justice mission by initiating the Monmouth Future Scholars program, which is intended to help diverse, first-generation students bridge the transition from high school to college. The program, which began six years ago, saw the first high school graduates last spring, two of whom chose to attend Monmouth University. Monmouth Future Scholars was inspired by the success of a similar program at her doctoral institution.

The Central Jersey Consortium for Equity and Excellence has also been led by Paone for the past six years. The purpose of this organization is to provide professional development in social justice for local educators and their students. Paone uses her national connections to attract notable speakers to speak at each session.

For Paone, teaching social justice is not just theoretical; rather, professors who teach social justice have to do their own work, which means they have to reflect carefully on their background, their attitudes, and their actions. “You have to know where you are and where you stand, and where your influences have been all your life,” said Paone.

Books Recently Published by School of Education Faculty

Supervision Modules to Support Educators in Collaborative Teaching: Helping to Support & Maintain Consistent Practice in the Field

Lubniewski, K. L. (Monmouth University), Cosgrove, D. F. (Elmhurst College), & Robinson, T. Y. (Elmhurst College) (Eds.).

Supervision Modules to Support Educators is a practical, hands-on supervisory tool for school administrators and college/university supervisors. Today, aspiring teachers working in highly collaborative settings require a different type of supervisory support to promote reflective practice in a collaborative teaching context. The book answers that need and includes 18 chapters, referred to as modules, written by selected experts in education. Each module offers unique features around a specific teaching topic and includes supports like a theoretical framework, productive practices, teaching scenarios for discussion, activities with follow-up for on-going professional development, and reproducible materials and resources.

If you are looking for a way to engage and support teachers in a collaborative, research-based, reflective process about their teaching, then this book is a timely and relevant choice," said author Kathryn Lubniewski.

Building Mentoring Capacity in Teacher Education: A Guide to Clinically-Based Practice

Henning, J. E., (Monmouth University), Gut, D. M. (Ohio University), & Beam, P. C. (Ohio University).

"This book is intended as an instructional guide to support mentor teachers as teacher preparation programs continue to expand their clinical experiences," said co-author John Henning. *Building Mentoring Capacity* outlines a developmental approach for supporting mentees as they grow in their careers from teacher candidates to early-career teachers and teacher leaders. Mentors will learn how professional development occurs and how to create the conditions to foster and accelerate it. In Part I, chapters outline key components of the mentoring process, including strategies for engaging, coaching, co-teaching, and encouraging reflection. Part II demonstrates how those strategies can support mentees at different stages of their development. Included throughout are case studies, activities, and discussion questions to facilitate learning

Identifying, Describing, and Developing Teachers Who Are Gifted and Talented

Van Sickle, M. L. (College of Charleston, USA), Swanson, J. D. (College of Charleston, USA), **Bazler, J. A. (Monmouth University, USA),** & **Lubniewski, K. L. (Monmouth University, USA).**

Author Judy Bazler explains, "The purpose of the book was to explore existing literature on giftedness and talent, examine applied research to the notion of the teacher who is gifted and talented and what we called GATE (gifted and talented educator), and present stories told by GATE teachers." It is designed for educators, administrators, researchers, and academics. While most research about teachers focuses on "those who can't/don't/aren't good" in the classroom, gifted and talented teachers exist, and research on them helps in identifying characteristics and techniques that lead to a successful educational experience for students.

Industrial Segregation

Greason, W. (Monmouth University), & Goldberg D. (Adrian College).

"*Industrial Segregation* changes the way we understand the rise of the United States in world history. For educators, it is essential to understand the ways that local systems of inequity created a framework that isolated people by culture and income, especially within school districts. Worse, once the federal government adopted and standardized these practices,

injustice became embedded in our laws, policies, and customs. The book gives us ways to start to reverse those processes," said author Walter Greason.

Focusing on the events and voices between Reconstruction and the Civil Rights Movement, Goldberg and Greason show readers the economic, political, social, and cultural foundations of White supremacy as products of an emerging industrial order. This book shows multiple ways that orthodoxies of racial judgment and free market economics continuously intersected fueling networks of entrenched inequality for a century.

Cities Imagined: The African Diaspora in Media and History

Greason, W. (Monmouth University), & Chambliss J. (Michigan State University).

Cities Imagined provides a bridge into the future of education. In 1870, few people dreamed that nations would sponsor programs for literacy and mathematics education in a systemic way over the next 250 years. This book provides the fundamental tools to empower educators at the start of the twenty-first century to create the digital media platforms to complement existing innovations in schools, school districts, and state departments of education. Students and their families will celebrate the educational systems that implement these concepts.



Michael Salvatore, Ph.D., Monmouth Distinguished Alumni Award Winner

Pictured: Michael Salvatore and his wife Christine along with his children Carmen, Luciano, and Rosabella at Monmouth Alumni Event

“I would want people to feel that I connected with them in some way. I think that’s really important, whether you’re a teacher or a leader. If someone said, ‘That guy was able to really connect with everybody. He was able to connect to the students, he was able to connect with their parents, with us as educators. He understood where we were at.’ I’d like to be that kind of connected leader.”

Michael Salvatore’s relationship with Monmouth University began when he was an undergraduate and has continued throughout his career: first as a teacher, coaching teacher candidates; then as a principal, encouraging his teachers to mentor teacher candidates; and finally, as the Long Branch Superintendent of Schools, strengthening the partnership relationships with Monmouth.

The 2019 winner of Monmouth’s Distinguished Alumni Award learned to teach as an undergraduate education major through field experiences in schools such as Asbury Park, Long Branch, and Red Bank. Those experiences helped him frame where he wanted to be professionally.

“I was also fortunate to have some talented professors there at the time. Susan Young was an amazing literacy instructor. She inspired us in terms of how important literacy was early on for young learners. That was – the relationship really started there.”

Salvatore was originally attracted to Monmouth because he was looking for a school where he could get an education and play football at the time. He arrived just at the time that Coach Kevin Callahan was starting the football program. Monmouth met all his criteria from small class sizes to a progressive program on a beautiful campus. He is also an avid surfer – so off to the beach!

“Really, it checked almost every check box and still was relatively close to home, about 40 minutes, so I could be far enough away where I can be separated, but still close enough to be able to get my laundry done.”

Today, Salvatore is a popular keynote speaker on a diversity of topics for a wide variety of groups, including the Department of Homeland Security, the New Jersey School Board Association, the New Jersey Board of Education, and the Future Teachers of America, among others. His learning to speak to an audience really started in undergraduate coursework that required randomly chosen presentations on a sample lesson or a content area.

One of his professors said, “You have a gift and you should be able to share it with people. You should be working in higher ed.” Twenty years later, Salvatore teaches in the Educational Leadership Ed.D. program.

“What I love about the program, particularly for my class, which I’m pretty passionate about, is that the content morphs a bit because the relevancy of news and education changes. It’s really a real-life, deep dive into current issues and how they intertwine into policy. Everybody who’s in that program not only gets plenty of theory, but they also get an insurmountable amount of practical knowledge from practitioners from every walk, every background.”

Long Branch, which was recently recognized as a Lighthouse district and currently boasts a graduation rate of 95%, has been engaged in constant innovation under Salvatore’s leadership, including projects with technology, advocacy, and a later start to the school day. One of the most recent and most impressive is the School of Social Justice.

“We’ve put in a really progressive program that tracks students who are desperate to have a voice not just in education, but in the world... Regardless of your background, circumstance, gender, skin color, race, you’ve got a fair shot here. We’re showing the exact same amount of growth in every sub-group, which, it does stand out. Also, we’ve been recognized for having a really competitive graduation rate of almost 95 percent.”

Throughout his career, Salvatore has received numerous awards, including among others the New Jersey School Board Association Award for Distinguished Leadership, the Long Branch Chamber of Commerce’s Libitti Award, the NAACP President’s Award, Monmouth Freeholder’s Superintendent of the Year for Region 7, Superintendent of the Year, and the State Superintendent of the Year. About these awards, Salvatore says,

“It is very humbling to accept these awards, especially when you know it’s based upon the work of children and the work of teachers, the work of your colleagues in surrounding districts. I feel like a lot of my colleagues are exceptional leaders. The great thing about it is we all elevate each other by stealing ideas and learning to work with people.”

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A very special thanks to Dean’s Advisory Council member Stephen Bray whose donation made this annual review possible.





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