

# MONMOUTH UNIVERSITY

# SCHOOL OF EDUCATION

## FALL 2016 NEWSLETTER

### Students Kick Off Their Yearlong Clinical Experiences

This semester 55 students learned firsthand the real challenges of teaching and learning through the yearlong clinical experience. This hands-on experience increases P-12 student learning, enables more individualized instruction, provides another adult role model in the classroom, fosters better relationships with students, decreases discipline problems, and leads to more successful job interviews. After finishing the experience, teacher candidates are better prepared and more confident. One of the participants, Angela Sarno, referred to the experience as "a guided first year of teaching."

### Walk for Autism

The second annual Autism MVP Foundation Walk was held on Sunday, November 6 at Thompson Park in Lincroft, New Jersey. The day was full of family fun, raising money for Autism MVP's programs that help children with autism reach their fullest potential. Keith Green, the Founder and Executive Director of Autism MVP, spoke about the important mission of the foundation, the increasing number of members, and the growing momentum of the organization. Dr. Stacy Lauderdale announced a groundbreaking initiative, where educators and paraprofessionals at an area school district will receive further training on how to work with children on the autism spectrum. The School of Education is working with these school districts to create a sustainable professional development model in order to increase the implementation fidelity of evidence-based practices for individuals with autism. Together, Autism MVP and Monmouth University are dedicated to substantially increasing the number of qualified educators and therapists to work with children on the autism spectrum.



Pictured on the left from left to right are the organizers of the 2016 Literacy Symposium Drs. Carolyn Groff, Lilly Steiner and Kerry Carley-Rizzuto above with the keynote speaker Dr. Zoi Philippakos from University of North Carolina. Pictured on the right is session speaker Stacy Frazee from Navesink Elementary School in Middeltown, NJ.

### School of Education Looks to Launch Doctoral Program

The School of Education is developing a new doctoral degree (Ed.D.) in Educational Leadership. The new degree will provide a rigorous experience in leading transformational change initiatives. This preparation will occur through an intensive two-year program, consisting of 54 credits after the master's degree. The curriculum is designed around a transformational leadership project that involves designing, piloting, and implementing an initiative that will have a transformational impact on student learning, faculty development, and leadership at the school district level. This unique approach will make it a signature program at Monmouth.

Dr. Harvey Allen, the Program Director, said, "There is considerable anticipation among local administrators about Monmouth's new doctoral program." He added the program will take a practice-based approach to professional learning and development. By practice-based approach, it is meant that learning will occur through experiential learning and reflection. In an experiential model of learning, thought is generated through actions that occur as part of lived experiences. The development of the new doctoral program was done under the guidance of the Ed.D Advisory Board, which consisted of School of Education faculty and local administrators, including: Harvey Allen, Judith Bazler, John Bormann, Bernard Bragen, Jr, William George, Pamela Haimer, Wendy Harriott, John Henning, Ross Kasun, Stacy Lauderdale, Jose Maldonado, Lavetta Ross. Michael Salvatore and James Stefankiewicz.

## Teachers Collaborate, Learn and Grow at Mentoring Academy

The School of Education has introduced a mentoring academy to support cooperating teachers. A primary objective of the course revolves around the use of mentoring tools to facilitate P-12 student learning and teacher candidate development. These include attention to the following: orientation guides, interview protocols, high leverage teaching practices, the developmental curriculum, inquiry tools, performance assessment rubrics, student perception surveys, teacher candidate self-assessments, reflection questions, videotaping analysis and the edTPA. Participants also learn strategies for facilitating teacher candidate development through co-teaching, providing feedback, and fostering reflection.

The Mentoring Academy is organized into four dynamic sessions, with cooperating teachers first discussing the topics of planning and goal setting. In Session Two, teacher leaders are exposed to methods of formative assessment and feedback, examples of which include the use of the developmental curriculum and performance rubric. In an effort to focus on the benefits of fostering reflection, Session Three brings attention to the use of student perception surveys, teacher candidate self-assessments, and questioning techniques to better support the varying needs of teacher candidates at different points in their development. In this session, teachers are exposed to the MyStudentSurvey platform, which provides teacher candidates with actionable feedback on their instructional practice in an effort to build upon their strengths, identify areas of focus, and drive their professional development moving forward. In the fourth and final session, cooperating teachers will be introduced to new and innovative teacher preparation experiences including Edthema, a platform which allows teacher candidates the opportunity to analyze their instructional practices using classroom video and online collaboration.



## Transformative Learning at the School of Education

Five new transformative learning grants were awarded this fall. The purpose of these below grants is to foster transformative learning in the School of Education.

### **Achieving Excellence in Speech-Language Pathology Clinical Supervision** *Elisabeth Mlawski, Patricia Remshifski, Danielle Farr*

This research study will begin by conducting an exploratory study to discover the supervisory skills and needs of speech-language pathologists (SLPs) who provide supervision to graduate SLP students.

### **Project S.E.A.L.: Year 1 – Impacts of a Service-Learning Initiative on Pre-Service Student Development** *Antonio*

*Estudillo, Linda Gonzalez, Tamara Guzman, AnnaMarie Ciavattoni, Alyssa DellaVecchia*

This project centers on examining outcomes of an embedded Service-Learning Initiative within a School of Education course. This initiative highlights involvement in a university-school partnership that helps to enhance the infrastructure for capacity building between a local urban high school's early college bridge program and Monmouth University's School of Education student development.

### **The Perceptions of Hong Kong Teachers on American Teachers & Culture** *Cathy Wong, Kathryn Servilio*

The purpose of this project is two-fold. First, the researchers intend to gain an understanding of teachers in Hong Kong and their perceptions about American teachers and the American culture. The second purpose for this project is to gain partnerships with schools in Hong Kong to utilize during ED 300: Education and Culture in Hong Kong and Beijing, which will be offered in Spring 2018.

### **Monmouth Future Scholars Program** *Nicole Pulliam, Cynthia*

*O'Connell* Monmouth Future Scholars (MFS) is an academic mentoring program with the goal of increasing the numbers of low-income, first generation students graduating from high school. It is a pre-college bridge program that targets the 6th through 12th grade population of students in Long Branch Public School District.

### **Organization of an International Symposium on “Intercultural Approaches to Early Screening of Autism”** *Patrizia*

*Bonaventura, Magda DiRenzo, David Oppenheim, Bernadette Mullen, Stacy Lauderdale*

This symposium aims to generate an international discussion about best methodologies and assessment tools currently used in the US, Italy and Israel for early detection of autism symptoms. The symposium aims to provide an interactive tool forum about the most recent discoveries and state-of-the-art techniques for early screening. It is intended to foster a discussion among health and education professionals in the university community about the possible advantages of different techniques.

## School of Education Student Scholarship Exhibition

"Conducting research leads to the development of analytical thinking abilities that are critically important to your development as a practitioner."

This comment came from Dean John Henning during his comments at the Interprofessional Student Scholarship Exhibition on December 7. Students from all four School of Education departments presented their research and clinical experience projects. Students' research spanned a variety of topics, from palliative care and aphasia to autism, self-injurious behavior, co-teaching and more. Evelyn Cruz, Principal at Long Branch Middle School, Meredith Miller-Riddle, Director of the Provisional Teacher Program at Monmouth University, and Dean John Henning also hosted a panel discussion in which they talked about the important impact research has on their careers, and within their professional communities.



## Dean Serves on Clinical Practice Webinar Panel

On August 19, Dean John Henning participated on a national webinar entitled "Advancing Educator Preparation Through Clinical Practice: The Dean's Perspective." The webinar was sponsored by the American Association of Colleges of Teacher Education (AACTE) for the purpose of advancing the implementation of clinically-based practice.

In response to the question, "What shifts are necessary to moving 'teacher practice' to the center of teacher preparation?," Dr. Henning has the following answer: The most profound shift is the one that must occur in the way we think about clinical experiences. Rather than thinking of them as extensions of our courses (a theory to practice perspective), we must think of clinical practice as the center of our teacher preparation programs (a practice-based perspective).

From this perspective, courses are designed to support the learning that is occurring in clinical settings. This replaces the traditional view of viewing clinical experiences as the place to apply knowledge acquired in classrooms. This reversal is what is meant by "turning teacher education upside down." Putting practice at the center of teacher preparation requires a commitment to elevating the importance of learning through practice. That means 1) longer, more sustained clinical experiences, 2) a greater commitment to P-12 student learning during those experiences, 3) a clear articulation of the teaching behaviors necessary to increase student learning during clinical experiences, 4) rubrics that both support and evaluate the learning of teaching standards and high leverage teaching practices, and 5) a system for supporting the mentoring of teacher candidates.

## Students & Faculty Present at the American Speech and Hearing Association Annual Convention

In November, Monmouth University School of Education faculty and students attended the 2016 ASHA Convention in Philadelphia, Pennsylvania. These individuals presented their innovative research and findings for numerous speech-language pathologists, audiologists, and speech, language, and hearing scientists. Those who attended were provided with unparalleled opportunities to hear the latest research and gain new skills and resources, all helping them advance their studies and careers.



## Students Honored for Excellence in Education

On Tuesday, December 13, 2016, the School of Education honored the achievements of a group of outstanding Monmouth University students. All are leaders in the School of Education, and will soon be leaders in their respective fields, whether it is teaching, educational leadership, counseling or speech pathology. The honorees include:

*Shannon Meyers - The Excellence in Education Award*

*Stephanie Anderson - The Excellence in Educational Counseling Award*

*Gracemary Desciscio - The Excellence in Early Childhood Education Award*

*Heather Posik - The Excellence in Literacy Award*

*Patrick Minor - The Excellence in Master of Arts Teaching Award*

*Alyssa Iapicco - The Excellence in MSED. Special Education Award*

*Katrina Wraga - The Excellence in Special Education Award*

*Lauren Muffley - The Dean's Award Graduate Level*

*Katlyn Nielsen - The Dean's Award Undergraduate Level*



**Our students have been busy inside and outside of the classroom all fall, and cannot wait to dive into the spring semester!**

