

MONMOUTH UNIVERSITY SCHOOL OF EDUCATION

# THE EDUCATOR

FALL 2017

EXEMPLARY  
PARTNERSHIP  
AWARD

NEW DOCTORAL  
PROGRAM IN  
EDUCATIONAL  
LEADERSHIP

*Transformation*





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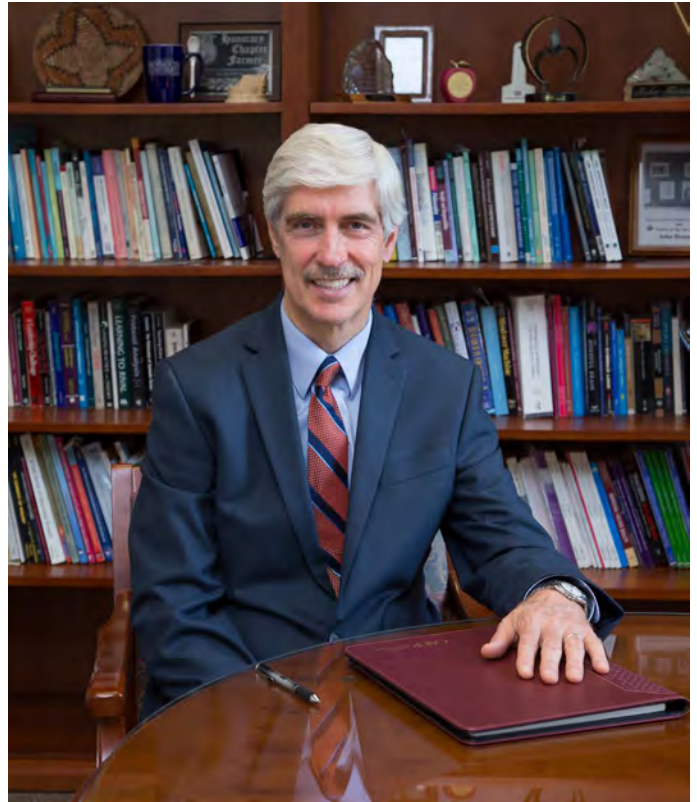
# A Few Words From The Dean

Welcome to a dynamic new era for Monmouth University's School of Education! We have embarked on an exciting series of program offerings to better serve our students and the community.

Consistent with our philosophy, each of these new programs involve immersing students in real-world professional experiences, supported by rigorous course work. Immersive experiences serve students by providing a direct connection to their life after Monmouth; Such experiences serve the community by making available the services of young, energetic, educated professionals.

For example, in the new EdD. in Educational Leadership program, doctoral candidates are charged with leading their school district through a transformative change to increase P-12 student learning. The doctoral candidates benefit from an immersive experience in school change, while local schools benefit from the implementation of the latest educational innovations. The change they engineer becomes the basis for their dissertation. By graduation, doctoral candidates have a full, rich experience with both practice and theory.

In the Teacher Residency pilot program, future teachers spend an extensive amount of time in schools serving as substitute teachers, paraprofessionals, tutors, and co-teachers. Working in these professional capacities allows teacher candidates to be paid for their service, thus making it possible to replace their part-time work outside of education with part-time work that provides rich, professional experience. In return, the schools receive service from passionate, dedicated, young professionals who have made a commitment to a career in teaching.



In the Speech-Language Pathology (SLP) program, local residents are provided the latest in speech therapies through the recently expanded speech center. Under the expert guidance of seasoned professors, SLP students use the observation rooms, the video observation system, and the student work center to learn best practices in speech therapy. In their second year, they apply what they have learned to externships in schools and medical facilities.

These examples are representative of more initiatives, many of which you can find in the following pages of *The Educator*. All reflect Monmouth University's deep commitment to serve our students and our community. We teach these values to our students, we live them through our practice, and our students learn and live them through their internships and clinical experiences. The result is empathetic, caring professionals who value service to their students, their clients, and their community, and who have developed a professional knowledge base that traverses the continuum, from theory to practice.

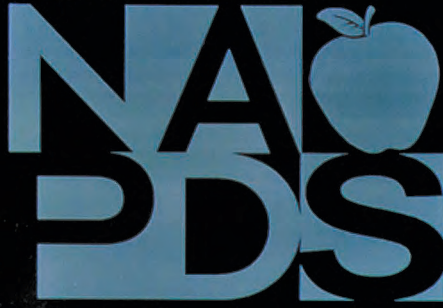


**Sincerely,**

**John E. Henning**  
Professor and Dean  
School of Education  
Monmouth University



National Association for



Professional Development Schools

March 2017

### **EXEMPLARY PDS ACHIEVEMENT**

In recognition of ongoing contributions to the mission and vision of the National Association for Professional Development Schools in creating and sustaining a genuine collaborative partnership that shapes educator leadership and practice.

**Freehold Township Schools  
Hazlet School District  
Long Branch District  
Manalapan-Englishtown  
Regional School District  
Middletown School District  
Ocean School District**

*In partnership with*

**Monmouth University**

SCHOOL OF EDUCATION RECEIVES

# National Partnership Award

The School of Education received the Exemplary Professional Development School Achievement Award on March 10, 2017, from the National Association for Professional Development Schools (NAPDS) at their annual conference. NAPDS honored Monmouth for their focus on increasing P-12 student learning while developing strong programs to support education professionals and the provision of outstanding teacher preparation. The Monmouth partnership was one of only three school-university partnerships recognized nationally. For years, the School of Education at Monmouth has had an outstanding local reputation for producing great teachers. Now, the school has been recognized nationally.

John E. Henning, Dean of the School of Education, says that he is extremely proud of the work that the school partners and university faculty have done over the years to forge this partnership. "Monmouth University is so

fortunate to work with visionary, innovative school leaders who understand the positive impact of university and school partnerships on P-12 student learning and teacher preparation," said Henning. "Our success is also due to tremendous leadership from the highly committed School of Education faculty and staff who have dedicated themselves to serving children through better teacher preparation."

NAPDS defines professional development schools as those which are uniquely positioned to prepare future educators; provide current educators with ongoing, job-embedded professional development; encourage joint inquiry of education-related issues; and promote the learning of P-12 students. The Monmouth University Partnership is a professional development partnership between the School of Education and the Freehold Township, Hazlet, Long Branch, Manalapan-Englishtown Regional, Middletown, and Ocean school districts.

"The partnership between Monmouth University and Middletown Public Schools has been mutually beneficial because we have worked collaboratively to research, develop and implement best practice in teaching and learning," said Middletown's Superintendent of Public Schools William O. George III.

"Having Monmouth University teacher candidates work with our teachers and students from the time they are doing their observation hours through their teacher residency, creates an opportunity for purposeful reflective practice for our educators and valuable training for the student residents."







According to Henning, many new programs are being piloted within the department. A new requisite by New Jersey state law for education majors requires that students spend an extra semester student teaching in schools, meaning they will undergo a yearlong clinical internship. The University has rolled out the program early, giving students the chance to spend more time gaining experience in the classroom.

Nick Corrado, a Monmouth graduate in mathematics and secondary education, testified to the significance of the new program. "The yearlong clinical program allowed me to get a tremendous amount of extra experience in the classroom, working with students and faculty," he said. "I was able to learn different classroom strategies and ways to engage the students from an experienced teacher before my student teaching semester started," Corrado added. Corrado is now employed in the Middletown School District, the school district in which he did his yearlong placement.

Carlie Till, a Monmouth graduate in English and elementary education, agreed with Corrado. She said, "The early implementation of the yearlong student teaching program at the University was the most beneficial thing in my educational career. I graduated in May with an entire year of classroom experience in the same class, getting to see my students grow from September to April, giving me the best possible insight on how students progress throughout a full school year."

The benefits of the partnership go far beyond simply polishing students' resumes. Longtime exposure to classroom environments allows students to creatively enhance the learning experience and to build meaningful connections with their students and the school faculty.

According to Till, the knowledge gained from these partnership placements is unlike any learning experience on a college campus.

Till said, "The University's field placements more than prepared me to take over a classroom of my own and have left me feeling confident and excited to start my own career as a teacher. Dean Henning was instrumental in my decision to partake in this program and met with me personally to discuss the benefits, worked with my schedule as an athlete on campus, and helped make this possible for me."

While receiving a national award has been inspiring, the School of Education continues to develop new initiatives. The most prominent is the initiation of the Teacher Residency program. This program enables teacher candidates to further extend their time in the schools through paid professional positions such as substitute teaching, paraprofessional work, tutoring, and co-teaching. According to Henning, one of the challenges of the yearlong experience was the time it took away from the part-time employment of teacher candidates.

"What we hope to do is to create extended, paid-for-service clinical experiences that make teaching in a school a part-time job, one that starts in September and ends in June with the close of the school year. This greatly enhances the professional learning of our candidates, while it helps them make ends meet. Teacher candidates who are part of such a program over a two- or three-year period will be very well prepared for the first day in their own classroom. They will be far more advanced in their teaching than new teachers from three to five years ago."

# DEAN'S AWARD WINNERS



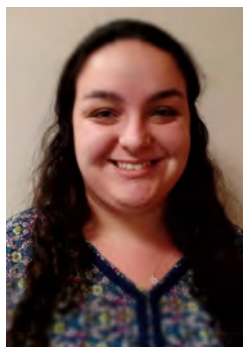
## Katlyn Nielsen

Katlyn was chosen as the undergraduate recipient of the Dean's Award for Excellence in fall 2016. One of her most notable achievements was her leadership in developing an Early Childhood Science Curriculum for preschools in Monmouth County as part of a project with the Monmouth Conservation Foundation. She worked closely with Dr. Kerry Rizzuto and a team of early childhood teacher candidates to write the curriculum, then delivered it to preschool children in local schools. She also assisted in the creation of a first-year seminar course and the School of Science Summer Symposium in 2016. She graduated with a Bachelor of Science in Education and endorsements in Early Childhood and Teacher of Students with Disabilities. In January 2017, she started a new position as a third-grade teacher in the Freehold Township School District.



## Lauren Muffley

The graduate recipient of the Dean's Award for Excellence in fall 2016 was Lauren Muffley, who did outstanding service for the School of Education and Monmouth University. She served on the Educational Counseling Student Association, Chi Sigma Iota; Psi Chi, the International Honor Society in Psychology; and the Student Advisory Board for Mental Health. While completing her course work here, Lauren worked as a Resident Assistant on campus in a building of first-year students. Lauren earned her bachelor's degree in Psychology from Monmouth University in the spring of 2015 before entering the School of Education Counseling program.



## Sarah Gerstein

Sarah Gerstein, who received the undergraduate Dean's Award for Excellence in spring 2017, is thankful for all the opportunities the School of Education provided in preparation for her future. Throughout her career at Monmouth University, Sarah consistently earned dean's list; is a member of the School of Education Dean's Undergraduate Advisory Council, for which she volunteered and co-chaired numerous events; and was an e-board member of Monmouth's chapter of Kappa Delta Pi, the international honor society in education. She also served as a mentor for the School of Education's peer advising mentor program, as Vice President of the Council for Exceptional Children, and as Vice President of the International Literacy Association. She was a member of Sigma Tau Delta International English Honor Society, Sigma Delta Pi National Spanish Honor Society, Omicron Delta Kappa National Leadership Honor Society, and Phi Eta Sigma National Honor Society for Freshmen. She graduated as an elementary education and English major with an English as a Second Language (ESL) endorsement and Spanish minor. She is working towards a Teachers of Students with Disabilities (TSD) endorsement in the five-year graduate program.



## Achau Nguyen

Receiving the graduate Dean's Award for Excellence in spring 2017 was just one of numerous honors for Achau Nguyen, who earned a 4.0 as a graduate student at Monmouth University. In spring 2016, she was a recipient of the Outstanding Undergraduate Student in Anthropology Award and the School of Education Excellence in Education Award. Achau is grateful to have had the privilege of participating in the yearlong student teaching pilot program last year. She looks forward to starting her career as an educator so she can make a difference in her students' lives. Her goals are to inspire children to believe in themselves as learners and individuals, as well as to provide them with the tools necessary to achieve success. Achau would like to thank all of the professors and faculty members in the School of Education for recognizing her efforts and, more importantly, for preparing her for the next chapter in her life.



# Students Doing Research

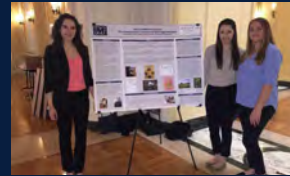
Increasingly, School of Education students are conducting research under the guidance of their professors. Doing research has many benefits for School of Education students. First, it creates an awareness of the importance of research to professional practice. Evidence-based practice has become the standard across the professions, making it necessary for all practitioners to be familiar with the current research in their field. In many professions, such as teaching, practitioners are encouraged to conduct action research on their own practice.



Students present their research at the Interprofessional Research Exhibition during Scholarship Week.

Second, by conducting their own research, School of Education students understand the research process more deeply. This helps them to be better readers, critics, and judges of research quality. Thus, they are better able to find and select the research that is most likely to help them improve their professional practice.

Third, conducting research provides valuable practice in thinking analytically and critically. Research requires logical and systematic thinking about data. Fostering this type of thinking can sharpen the judgment needed to resolve complex issues of practice.



Graduate Students in speech-language pathology present their research projects in the Philadelphia Convention Center while attending the conference for the Council of Academic Accreditation in Audiology and Speech-Language Pathology.



A few School of Education students may eventually decide to continue to conduct research and publish their findings in a professional role that involves research, such as professor.

But regardless of whether they continue to conduct research as practicing professionals, their experience as researchers in the School of Education will guide them toward more effective professional practice.

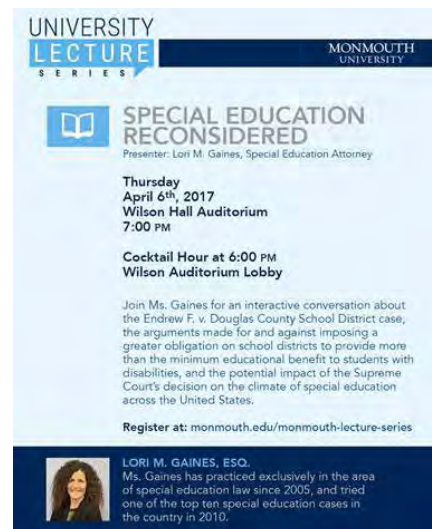




# Special Education RECONSIDERED

When she was in high school, Attorney Lori Gaines volunteered to participate in a special education program. Although she couldn't know it then, she had set the stage for her life's work, and since then she has never looked back. A few years later, she began her career as a special education teacher, but when she saw the importance of advocating for the rights of special education children, she earned her Juris Doctor Degree, cum laude, from the University of San Diego. Since 2005, she has been fighting for families and children with special needs.

As part of the Monmouth Lecture series, she spoke on April 6th in Wilson Hall about a recent Supreme Court decision regarding the rights of special education students and their families. The case involved a minor with autism who had received individualized special education through the fourth-grade. His parents rejected the school district's proposed plan for his fifth-grade year, prompting his parents to place the child in a private school. The parents then sought reimbursement for expenses incurred through the Individuals with Disabilities Education Act (IDEA).



UNIVERSITY LECTURE SERIES

MONMOUTH UNIVERSITY

**SPECIAL EDUCATION RECONSIDERED**  
Presenter: Lori M. Gaines, Special Education Attorney

Thursday  
April 6th, 2017  
Wilson Hall Auditorium  
7:00 PM

Cocktail Hour at 6:00 PM  
Wilson Auditorium Lobby

Join Ms. Gaines for an interactive conversation about the *Endrew F. v. Douglas County School District* case, the arguments made for and against imposing a greater obligation on school districts to provide more than the minimum educational benefit to students with disabilities, and the potential impact of the Supreme Court's decision on the climate of special education across the United States.

Register at: [monmouth.edu/monmouth-lecture-series](http://monmouth.edu/monmouth-lecture-series)

**LORI M. GAINES, ESQ.**  
Ms. Gaines has practiced exclusively in the area of special education law since 2005, and tried one of the top ten special education cases in the country in 2010.

The primary question for judges was, "What is a reasonable standard?" The Tenth Circuit provided only for the most minimal or "de minimis" standard. The goal of the lecture, which was entitled "Special Education Reconsidered," was to lead a timely conversation surrounding the recent U.S. Supreme Court decision in *Endrew F. v. Douglas County School District*.

Traditionally, federal law requires school districts to provide students with special needs a "free appropriate public education." But since the question was considered in a Supreme Court case in 1982, different courts have adopted varying standards. Gaines said that the Third Circuit, in which New Jersey is part of, has one of the highest standards for special education. The standard is that public schools must provide an education that creates a "significant and meaningful benefit." Other circuits, like the Tenth Circuit in this case, have a much lower standard.

By unanimous vote, the Supreme Court overturned the Tenth Circuit's original decision that the parents should not be reimbursed. The opinion, which was authored by

Chief Justice John G. Roberts and released on March 22, 2017, held that IDEA requires schools to offer children an education plan that enables progress appropriate to the individual needs of the child. The court declined to create a uniform rule for determining the adequacy of an individualized education plan. Gaines was particularly excited about the ruling because of its importance for some of her cases still in progress.

The event was hosted by the School of Education as part of the department's activities during Autism Awareness Month. It was moderated by Dr. Stacy Lauderdale, Department Chair and assistant professor, who commented, "It was a great lecture. Everyone has a better understanding of the law and what special education students can achieve."

Alana Bielski, a graduate student pursuing a special education endorsement as part of her master's degree program, said, "As future special education teachers, you have a better outlook on what can be expected and accomplished by students. This event definitely helped me gain that outlook."



School of Education Launches

# DOCTORAL PROGRAM





"The creation of our EdD program in Educational Leadership was initiated by our school partners and local school leaders," according to School of Education Dean, John Henning. "They asked for it my first week on campus in July 2015; they served on the advisory council that designed and developed the program; and they never wavered in their confidence that the School of Education could provide a high quality doctoral program for educational leaders."

The program was developed during the summer and fall of the 2016-17 academic year. Beginning in October, the program proposal moved through an extended approval process on campus involving the School of Education faculty, the Graduate Studies Committee, the Faculty Council, and a meeting of the full faculty. According to Program Director Harvey Allen, there was an enthusiastic response from Monmouth faculty at every presentation of the new program. He said:

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**"Everyone is very excited to see Monmouth taking this giant step forward."**

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After the new doctoral program received campus approval, it was submitted for review by the state and Middle States Accreditation. It was officially approved on June 15, 2017. "This is an important program for Monmouth University and for education in New Jersey," said President Grey Dimenna. "We have assembled an extraordinary faculty of practicing professionals at the superintendent level and in other leadership roles to provide our Doctor of Education candidates with the latest strategies in educational leadership," he continued.

"The program is designed for school leaders to lead transformative changes in their school district even as they are working through the program," said Henning. "Through their development of transformative leadership projects, doctoral candidates will enhance their ability to design and implement educational innovations. This approach promises benefits for both school leaders and their schools. School leaders will develop the analytical and thinking skills needed to connect their work to the latest theories in leadership and school change. Their schools will benefit from the implementation of educational innovations that increase P-12 student learning."

The impact of the transformational leadership project on the school will be measured through the development of a dissertation on the transformative learning project. Engaging in an extended and in-depth analysis of the project will help the candidates connect their practice with the existing theories in the literature. This approach is based on theories of experiential learning that hold that professional practice is learned through experience followed by reflection. It will enrich the candidates' thinking about their experiences in school settings.

Twenty-two students have been accepted for admission into the fall 2017 doctoral program. All engaged in an extensive application and interview process in July and August. The typical doctoral candidate is a highly energized professional who has already demonstrated a capacity for school leadership. For most, creating a transformative leadership project represents a challenge to create a bigger impact within their educational community.

Greg Duffy, Principal of Lafayette Mills Elementary School, said, "Earning an EdD will allow me to continue on my current path of being the best possible principal and adjunct professor. In addition, the research and writing associated with the degree will open new doors for my future in education. Having the opportunity to complete a job-embedded doctoral program is exciting and a win for Monmouth University, the students and staff of Lafayette Mills School, and me."

According to Henning, what has helped the rapid development of the program were previous successful professional development initiatives, such as the Principals' Academy and the Superintendents' Academy. Monmouth has served as a hub for professional development in educational leadership for several years. He said, "The success of these groups gave our partners confidence that Monmouth could provide an outstanding doctoral program in educational leadership."

Bernard F. Bragen Jr., EdD, recently the superintendent of the Hazlet Township (N.J.) Public Schools, joined the university in September as program director for both the Doctor of Education and the Educational Leadership programs. According to Bragen, the EdD program will be a valuable asset to the community. He commented, "This program will have a tremendous impact on public education in Central New Jersey for years to come, providing school districts with school administrators and superintendents versed in transformational leadership and eager to apply their research for the betterment of the children and community."

# ROBERTS TEACHING AWARD RECIPIENTS

“The more you do admirable things, the happier you end up”

The work of teaching is as noble, difficult, and complex as human beings themselves. When done well, its impact is profound — and should be revered. That is exactly the purpose of the Roberts Charitable Foundation Outstanding Teaching Awards Dinner: to honor high school teachers who have done the work of teaching incredibly well. Each awardee has had a profound impact on the life and education of current Monmouth University seniors.

The awards were instituted more than a decade ago by Monmouth University Life Trustee William Roberts, who wanted to help instill a passion for community involvement in the students who nominated the selected teachers. The student nominators write an essay on what made their teacher so special to them. To acknowledge the special effort they make to honor their favorite teacher, they also are recognized during the dinner.

Roberts, a long-time philanthropist and supporter of Monmouth University, believes deeply in the power of service to the community. He asserted that by engaging in a community-building activity, people “feel better physically than [they] do at other times. I don’t know why that is, but I’ve never heard anyone disagree with me on that subject.”



Mr. William Roberts and Dr. Walter Greason share a few words before dinner and awards.

Roberts also suggested that we like ourselves better when we help others: “If you knew someone was doing exactly what you were doing in your community and you thought that was admirable, then you’re allowed to admire yourself. The more you do admirable things, the happier you end up.” He worries that people may only equate philanthropy with money. He said:

“Do not think that because you’re not in a position to give money that it’s the only commodity that works in community. What works in community, above all, is time.”

This year’s dinner honored the following teachers, whose biographies are followed by a nominating statement from a Monmouth University student:



## Mr. Dominique Gerard



Mr. Gerard is currently the Upper School Director at Abington Friends School in Jenkintown, PA. He taught previously at Montclair Kimberley Academy in Montclair, N.J., and was nominated by Carlie Till, who said, “He made high school more than just a place we went for class; he made school a home, a place to learn about yourself and grow, to push yourself to new limits, to not be afraid of failing, to try new things and, most importantly, to learn to love the process of learning. Without Mr. Gerard, my high school experience would not have been nearly as good as it was.”

Headmaster Thomas Nammack had this to say about Mr. Gerard:

From the time that I arrived at Montclair Kimberley Academy in 2005, it has been clear to me that Dominique is a leader among the Upper School faculty and a person of great positive influence with our students. Dominique has made a commitment to independent school education because of its transformational potential for teachers and students. He is not interested in education as a means for replicating the status quo.

## Ms. Dana Harrington



Ms. Harrington is a math teacher at West Morris Central High School in Chester, N.J. Her student nominator was Madeline Remshifski. “Ms. Harrington made me realize that my [learning] disability was not a burden or an excuse. She made me realize that it was simply a difference, and with some hard work and the right guidance I could achieve all my dreams. ... Ms. Harrington shaped the learner I have become, and still strive to be. She gave me irreplaceable confidence in myself.”

Steve Ryan, Ms. Harrington’s principal, describes her work as follows:

To depict the aura surrounding her teaching, Dana Harrington is more than a craftswoman. She is an artist; one who brings a painter’s obsession with detail to her planning, a sculptor’s precision with proportion to the assessments she creates, a jazz musician’s creativity to the language of her instruction, and a dancer’s commitment to execute the relationships she choreographs with students.

### *Mr. Gerard’s Words:*

The one thing I would like you to know about me is my deep and abiding belief in each person’s potential to do good in this world, and that I believe our job as educators is to help children discover that potential within themselves. Teaching history has, of course, always been a passion, and I believe that a rigorous liberal arts curriculum is the foundation to a life well lived. However, I also believe that how we teach — by developing meaningful experiences that apply to a student’s real life and prior experiences — is just as important as what we teach.

### *Ms. Dana Harrington’s Philosophy:*

The heart of my teaching philosophy and the reason why I teach have stayed constant. I want my students to feel supported and valued. I want to empower them to know that they can succeed in math, no matter what their background is or how difficult the content is. I strive to guide my students to a deep conceptual understanding of the math so that they comprehend the “why” behind it and can apply it in various contexts. I check for understanding daily so I can meet students where they are and support them in reaching the objective.

I have worked very hard in my career to be the best teacher I can be. I seek feedback from my students, colleagues, and administrators and reflect very thoughtfully in order to better myself and give students the best learning experience possible. I dedicate many, many evening and weekend hours to teaching.



## ALUMNI FEATURE

# Meet Irene Gilman

“The Roberts Award Dinner was the highlight of my professional career,”

said Mrs. Irene Gilman, one of the three Roberts Award winners and a 1973 graduate of Monmouth College. Irene credits a number of her Monmouth professors with cementing her desire to become an educator. Walking off the Great Lawn at Monmouth College on her graduation day in May 1973, Irene vowed to make the same connection and to emulate her experience at Monmouth by establishing the same level of rapport with her future students.

Shortly after graduating from high school, Irene found herself working as an office secretary. However, the mindlessness of

each day was so unfulfilling that she applied and was accepted to Monmouth, where her life changed incredibly.

Listening to Professor Rehnitz passionately analyze an American novel; Professor Evarts wax poetic about a French poem; or Professor Fell discuss philosophy; while sitting in a gold-gilded classroom in Wilson Hall, she was amazed, appreciative, and inspired. But it was Professor Styslinger's innovative class, “Teaching of High School English,” that convinced her to spend her life conveying a similar passion to her students for the subject matter. And she did so for 42 years until her retirement from Ocean Township High School in Oakhurst, N.J., in 2016.

Irene's advice to new teachers is to know the material, love the material, convey the importance and relevance of the material. Then, your students will join in the appreciation. For example, use a wedding ceremony complete with a wedding cake to reenact Romeo and Juliet's ill-fated marriage, create a panel discussion of Antigone's act of civil disobedience, debate the relevance of Dr. King's letter from a Birmingham jail to today's incarceration rates for young African Americans, and watch an interpretive dance reflecting the Harlem Renaissance. Throughout all of these activities, teachers must help their students see how literature can provide answers to the questions they have about themselves.

The real measures of Mrs. Gilman's teachings are the many life-long impressions she has made on countless students, including a letter from a former student remembering a journal assignment in modern fiction, a Facebook message from a student rereading *The Great Gatsby* in college and recalling his discussion of the novel in her class, a student who was inspired by her teaching and decided to go into education, and a student deciding to study abroad in Florence after accompanying her travel group to Italy. Although her public school career has ended, Irene Gilman knows she will continue to work with young adults in the future.

At the dinner, Mrs. Gilman was honored by her student nominator Sara Gerstein who said:

“Mrs. Gilman was more than a teacher to me; she was a supporter and role model. [While in high school, my sister was diagnosed with leukemia and] Mrs. Gilman always checked-in on how my family was doing; her warm personality truly was comforting and it was nice to know that there were teachers like her in the school community, supporting my sister and family's journey. She continues to check in to see how I'm doing today.”

Mrs. Gilman modeled to me how I want to be as a teacher. I want to be a support system to students, so they can feel comfortable and understood. Mrs. Gilman models kindness and a positive disposition. Mrs. Gilman would always be seen in the hallway smiling and greeting students as they walked by. I, too, wish to be a teacher who makes students' days brighter even when these students may have obstacles outside of school. I hope to be as memorable of a teacher as Mrs. Gilman is to me.”

Ms. Valerie Sorce, Mrs. Gilman's Supervisor of Humanities, said:

*Mrs. Gilman is the epitome of an outstanding educator. She is dynamic, empathetic, reflective, and passionate. Over the course of 35 years in the English classroom, she devoted herself to the art of teaching, led by example, and brought out the best in students and colleagues alike.*





# THE YEAR IN REVIEW

*A look back on important events  
that shaped Monmouth culture  
between 2016 and 2017!*



# 2016



## LITERACY CAMP

Every summer local elementary school students participate in the School of Education literacy camp. Upon entry into the program, their reading level is assessed and an individual plan is developed and implemented for each participant. The focus is to explore good literature, extend each student's experience with reading and writing, and to provide support that helps each learner become stronger.



## LITERACY SYMPOSIUM

The Monmouth University Literacy Symposium is an annual event where educators from preschool to 12th grade students can acquire comprehensive techniques and strategies to enhance the teaching of reading and writing. This year's keynote speaker was Zoi A. Philippakos, from the University of North Carolina, whose research interests include revision practices, strategy instruction and self-regulation, reading and writing instruction for students in the elementary grades, and professional development for classroom teachers.

August

September

October

November

December

## MENTORING ACADEMY

This four-session academy provides strategies for mentoring teacher candidates during the yearlong clinical experience. A special emphasis is placed on engaging teacher candidates to increase P-12 student learning. Participants learn strategies for facilitating teacher-candidate development through co-teaching, giving feedback, and fostering reflection.



## WALK FOR AUTISM

The Second Annual Autism MVP Walk took place on Sunday, November 6 at Thompson Park in Lincroft. Proceeds supported the partnership program between the School of Education and the Autism MVP Foundation to train current and future teachers and paraprofessionals on how best to educate and engage children on the autism spectrum.



## SPEAKER SETH RAINESS

A highly regarded transgender expert, Seth Rainess is on a mission to alleviate fear and misconception around the world. His own experience of changing from a woman to a man models strength and inspires compassion.



# 2017

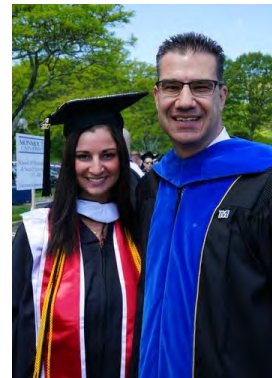
## STUDY ABROAD IN ENGLAND PROGRAM

The Education & Culture in the United Kingdom (ED 300) class spent a portion of winter break taking their educational experience to England. Students were able to learn first-hand about life across the pond from December 31 to January 15.



## NAPDS AWARD

Partners and students representing the School of Education were honored to accept the Exemplary Partnership Award at the National Association for Professional Development Schools (NAPDS) conference in Washington, D.C. on March 10.



## GRADUATION

Graduation for undergraduate and graduate students took place on May 10 and 11 respectively. We were sad to see them go but confident they will become fantastic educators. They will make a difference!

## NJFEA

Two hundred and thirty-five aspiring educators from all parts of New Jersey spent time on campus learning about topics and issues in education, thanks to the New Jersey Future Educators Association (NJFEA). The students had the opportunity to listen to college professors and educational leaders from all over NJ on the issues and topics facing educators today. A special thanks to the professors and educational leaders who came to campus to spend time with our high school future educators.



January

February

March

April

May

June



## SERVICE LEARNING IN EDUCATIONAL PSYCHOLOGY

Dr. Ruth Morris's Educational Psychology class (EDL 201) created a service learning partnership with 31 at-risk elementary readers in grades 1 to 5 at Amerigo A. Anastasia Elementary School in Long Branch, N.J. Thirty-five Monmouth students became literacy mentors to the elementary readers by forming relationships and using the Moby Max computer-based literacy program. The result was a substantial rise in reading assessment scores for many of the elementary children, participation in Scholarship Week for the MU students, and a confirmation that becoming a teacher was their future goal.

## SPEECH-LANGUAGE PATHOLOGY SUPERVISOR TRAINING

Currently, there is a paucity of literature on training speech-language pathology (SLP) clinical field supervisors. By providing this vital training, SLP professors are breaking new ground through the exploration of new mentoring strategies.



## MONMOUTH FUTURE SCHOLARS

The goal of the Monmouth Future Scholars is to increase the numbers of low-income, first-generation students graduating from the Long Branch Public School District. The program provides middle school and high school students with valuable experiences to assist them in gaining access to higher education.

## CJCEE

The Central Jersey Consortium for Excellence and Equity (CJCEE) is an evolving collaboration of administrators, teachers, support staff, parents, and elementary and secondary students that are collectively committed to learning and working together to enhance the achievement and well-being of all students, as well as increasing the academic performance, engagement, and future success of traditionally underachieving students. They visited Monmouth University for their 5th Annual CJCEE Event in June.



# SPOTLIGHT ON NEW FACULTY

## Dr. Theresa Bartolotta

### Discusses Rett Syndrome and Her Anticipated Impact on Monmouth

Passion for a career can, and often does, derive from having a personal connection to your field. Dr. Theresa Bartolotta's path to success has been a result of both her passion for her profession and her personal connection to her research.

"I came to Monmouth for a number of reasons, including how student focused the University is, and because they offered me the opportunity to move forward with my research. During my time here I hope to continue research into communication skills for people with Rett syndrome," said Dr. Bartolotta, Professor in the Department of Speech-Language Pathology.

Dr. Bartolotta currently teaches at both the graduate and undergraduate levels and has recently joined the Monmouth community this past summer. Her career started at Mercy College, where she received her bachelor's degree in the science of speech. She then received her master's degree from Queens College and her PhD from Seton Hall University. She has previously taught at Kean University, was Associate Dean at Seton Hall University, and was Dean of the School of Health Sciences at Stockton University.

She has amassed 15 years of experience conducting research for Rett syndrome. The professor described Rett as a developmental disability that is caused by genetics and is mainly found in women.

Her interest in speech pathology was present before she was a mother. But after her daughter was born and was diagnosed with Rett syndrome, Dr. Bartolotta was able to see the lack of research and guidelines surrounding the condition, motivating her to continue to research the subject.

"I am really thrilled to be here and interested in collaborating with the School of Education as well as schools across campus.



My short term goal is to get students more involved with research and my long-term goal is to expand support services for individuals with Rett syndrome," said Dr. Bartolotta.

"I am deeply interested in working with people with disabilities. It is so important to find a profession that is both intellectually stimulating and personally rewarding," she continued.

Dr. Bartolotta looks forward to the influence she hopes to have on her students. "I really want to expose them to innovative learning practices. I hope to engage them in research and to help them have a strong understanding of the importance of research," she continued. She wants to help all of her students fulfill their professional goals.

"Take advantage of the resources available to you while you are at Monmouth," is the advice Dr. Bartolotta gives all Monmouth University students. She explained that most professors are available to talk and emphasized the importance of building these relationships.

Some of her published works on Rett syndrome include "Development of International Clinical Guidelines for the Management of Communication in Individuals with Rett Syndrome," which was published in *Wiener Medizinische Wochenschrift International Medical*, "Using Eye Gaze to Access an Augmentative Communication Device for Persons with RTT," published in *Wiener Medizinische Wochenschrift International Medical Journal*, and "Coaching Communication Partners: A Preliminary Investigation of Communication Intervention During Mealtime in Rett Syndrome," published in *Communication Disorders Quarterly*.





## Dr. Bernard Bragen

### Offers insight into his career and keys to success

“For me, it is a dream come true to become director of the doctoral program at Monmouth University,” said Dr. Bragen. “Monmouth is a great place to work and I am excited to get to know the students and faculty here.”

Dr. Bernard F. Bragen Jr., EdD, who was previously the superintendent of the Hazlet Township Public Schools, joined the University in September as program director for both the Doctor of Education and the Educational Leadership programs.

Dr. Bragen discussed how the course of his life events lead him to teaching. He originally attended college with a major in business. However, while he was studying business he became a substitute teacher and fell in love with it. “I started my career in education because I discovered it was a passion of mine. I realized I had found my purpose,” he explained.

Working with children who have disabilities has been a defining moment of his career. “As I spent more and more time in the education field I began to connect with the children who had disabilities. They were inspiring because, despite their setbacks, I never met a child who didn’t want to learn.” Bragen also knew that he wanted to have an impact on as many students as possible, leading him to his superintendent position as well as to his position at Monmouth. “I always wanted to increase

my scope of influence and have a more positive impact on a larger group of children,” he said.

He has been Superintendent of the Hazlet Township Public Schools since November 1, 2011. His educational experience includes working as a special education teacher, learning disabilities teacher consultant, supervisor of special services, assistant principal, principal, and most recently as assistant superintendent in the Hazlet Township Public Schools prior to his appointment as superintendent.

It can be difficult to pinpoint what defines the key to a successful career. Dr. Bragen explained that his key to success has been maintaining a passion for teaching and for the world of education. “I really believe in what I do and in placing the good of the students first. Teachers can have a lasting effect on their students. The influence of words permeates for decades. The power of that is inspiring to me,” he said.

There is no doubt that an education can have a lifelong effect on an individual. Bragen offers words of encouragement to current Monmouth students. He says to always follow your passions. What motivates you is what you should do.

Dr. Bragen has his master’s degrees in both Special Education and Educational Leadership and a doctorate in Educational Leadership. He helped oversee the application of numerous initiatives in the Hazlet School District, including district reconfiguration, the creation of the Explorer Program–Early College Academy, and the one-to-one Chromebook Program.

Dr. Bragen has had a long association with Monmouth University. He has served on the Advisory Board for the School of Education, as well as the Monmouth University Superintendent’s Academy. He has also been an instructor at Monmouth University’s Fall Literacy Symposium in October 2010 and October 2012, presented at the Monmouth University Superintendents’ Academy in December 2009, and most recently presented at the Monmouth University Central Jersey Consortium for Excellence and Equity in January 2016. Dr. Bragen was also the recipient of the 2015 Monmouth University John Dewey Award.

“Nothing great was ever achieved without enthusiasm,” a quote from Ralph Waldo Emerson, are the words on the wall of Dr. Bragen’s office. He said that a teacher always wants their students to show enthusiasm and he hopes to have this effect on his students during his time at Monmouth.

# FACULTY SCHOLARSHIP

## Judy Bazler

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## Lettia Graybill

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## Carolyn Groff

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## Elizabeth Mlawski

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## Allyson Pompeo-Fargnoli

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# MARKETING EDUCATION:

## An Interview with Stephen Bray

Stephen A. Bray, Monmouth University alumnus, is now the President and COO of KMB Design Group, LLC, which is a national engineering firm that provides MEP (mechanical/electrical/plumbing), solar, and telecommunication engineering services.

Giving back to the university has been a priority to both Bray and his wife Kerry as Monmouth University was critical to the foundation of his career and life. His most recent contribution to the university was providing support through his marketing team to help publish and promote the School of Education's annual review.

"In speaking with Dean John Henning, I was inspired by his vision of the annual review and knew that it could be critical to increasing the reputation of Monmouth and inspiring additional support," said Bray.

"At my firm, we have seen positive results of our recent marketing efforts and I felt that our team could assist quickly and effectively on this project and yield an immediate benefit."

Bray received his Bachelor and Master of Science in Industrial Engineering from Rutgers University and then received his Master of Business Administration from Monmouth University. "The Monmouth University experience was particularly beneficial because it provided me with the business and management acumen that I need to run my firm," he said.

His mother was a teacher for 37 years in the West Long Branch school system, which sparked his love of education. Bray was also particularly interested in the growth and development of Monmouth's Special Education programs, as he has seen the positive impact



it has had on family members and friends that are on the autism spectrum.

KMB was established by a team of experienced professionals who have been working together for over 15 years. Their expertise in the engineering and telecommunications industries provide a strong base for a successful firm. The key to being a successful innovator is establishing the proper culture, which starts with hiring talented people, according to Bray. From there it is important to promote collaboration and continuous improvement — this magnifies your ability to be innovative. The result is new, unconventional means to produce services, which allows KMB to be an industry leader, according to Bray.

Bray emphasizes the importance of having a passion for what you do and said he developed a love for engineering early in life, leading him to become president of his own firm. "I quickly found that I enjoyed being a leader and managing people and operations. This led me down the path of wanting to run an engineering firm," he said.





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