



School of Education

Spring 2018 Newsletter

Monmouth University

School of Education Leadership Conference

On Wednesday March 28th, the School of Education's second annual Leadership Conference addressed the theme "Leading in Challenging Times."

The day featured keynote speaker John DiNapoli, former Brigadier General and current adjunct professor at Monmouth University. He is a veteran with over 35 years of leadership experience in both the U.S. Army and corporate sectors.

His address discussed the many valuable principles he has developed over the course of his dynamic career, with a specific focus on building a strong foundation for values in leadership.

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New Designs in Teacher Preparation

At the 70th Annual American Association of Colleges for Teacher Education (AACTE) national conference in Baltimore, MD, the Monmouth University School of Education delivered five presentations related to new designs in teacher preparation. Presentations focused on Monmouth's recent innovations in clinically-based teacher education and included:

- "Developing a Sustainable Teacher Residency: Paying Undergraduates for Their Work in School Classrooms"
- "The Yearlong Clinical Experience: Design & Implementation"

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Autism MVP Foundation Supports SOE APIP

The Autism MVP Foundation presented Monmouth University's School of Education with a check for the University's Autism Program Improvement Project (APIP) on Monday April 2nd. The donation, in combination with past contributions, totaled over \$40,000.

This award will support the APIP's ongoing research efforts to address the wide gaps in our educational and social systems for students with autism.

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Jessica Kuck and David Glass presented "The Design & Implementation of Methods Course Linked to a Year-Long Clinical Practice" with Dr. Alex Romagnoli and Dr. Jiwon Kim, at the AACTE meeting in, Baltimore, MD on March 2, 2018



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SOE Leadership Conference



Brigadier General John DiNapoli addresses the audience in Anacon Hall on March 28, 2018

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University President Grey Dimenna delivered the event's opening remarks and Dr. Thomas Gambino from the New Jersey Department of Education Office of School Preparedness and Emergency Planning conducted a session on school safety.

During the keynote, General DiNapoli used the acronym LDRSHIP to retell anecdotes indicative of Loyalty, Dedication, Respect, Selfless Service, Honesty, Integrity, and Personal Responsibility.

He also shared sage advice in the face of adversity. "I also got to work for some people that were not too good, but sometimes you learn more from them than you learn from the really good leaders. You certainly learn what not to do."

DiNapoli demonstrated to the audience the difference between compliance and commitment. "If you want commitment, you better have leadership," he said. "It takes leadership to get people to commit and that difference between compliance and commitment – that could be the difference between success and failure. And I'll tell you in the military – that could be the difference between life and death."



Doctoral student Daniel Alston comments on his own experience in educational leadership

"It takes leadership to get people to commit and that difference between compliance and commitment - that could be the difference between success and failure." Brigadier General John DiNapoli

Autism MVP Foundation Supports SOE APIP

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The Autism MVP Foundation is dedicated to enhancing the lives of those affected by autism spectrum disorder. Since 2015, Monmouth University has partnered with Autism MVP to advance the foundation's mission and improve the quality of special education in partnering school districts.

Led by Dr. Stacy Lauderdale-Littin and Professor Mary Haspel, APIP focuses on enhancing training for teachers of students with autism through assessment, district-wide collaboration, sustainable professional development, and research.

For more information on the Autism Program Improvement Project, please see <https://www.monmouth.edu/school-of-education/apip/>

For more information on Autism MVP, please visit: <http://www.autismmvp.org/>



Pictured Bottom L-R: Mark Rothenberg '67 (AMVP), Keith Green (Executive Director, AMVP), President Grey Dimenna, Esq. (MU), Dean John Henning, Ph.D. (MU), Top L-R: Victoria Trudel (AMVP), Valarie DeFelice (AMVP), Richard V. "Chip" Berry, Jr. (AMVP), Professor Stacy Lauderdale-Littin, Ph.D. (MU), Professor Mary Haspel, MA, BCBA (MU).

We're trying to fill that gap—where educational practices leave off and what are the specific needs of the autism population in public schools." Prof. Mary Haspel

New Designs in Teacher Preparation

Students, School Partners Address National Audience at AACTE

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Nearly 2,000 of the most well-respected teacher prep university educators attended this year's meeting entitled, "Celebrating Our Professional Identity: Shared Knowledge and Advocacy." Representatives from Monmouth University included students, faculty, and partnering school district officials, all presenting on the School of Education's recent innovations in teacher preparation. Susan Schuld, 2018 School of Education graduate and student presenter, described her experience with the program: "Ingenuity, dedication, and academic rigor are central to the School of Education's Teacher Residency Program."

"Their efforts to provide a sustainable clinical experience distinguished by paid internship positions creates invaluable networking opportunities and lasting relationships among school districts, students, and the university." Furthermore, the Teacher Residency Program is unique because it functions differently at each school, adapting to and accommodating the needs and structure of any district.

One presentation titled "Developing a Sustainable Teacher Residency" was attended by university representatives from around the country. During this standing-room-only session, Dean Henning, Dr. Tracy Mulvaney, and Dr. Bernard Bragen discussed how the program was conceived and implemented. School district representatives Greg Duffy (Lafayette Mills Elementary), Edward Aldarelli (West Freehold Elementary), Dr. William George (Middletown), Christine Grabowski (Hazlet), and Scott McCue (Eatontown) explained how the program functions in their respective districts. Finally, teacher residency candidates Kelly Catanzaro, Gina Geletei, Susan Schuld, and Matthew Yard gave testimonies detailing their own experiences as pilot members of the program.



Dr. Jiwon Kim and Dr. Alex Romagnoli present with students Jessica Kuck and David Glass to national audiences on the benefits of The Monmouth University Teacher Residency Program

Shown below: students Susan Schuld, Gina Geletei, Kelly Catanzaro and Matt Yard present with Dean Henning at the AACTE Conference in Baltimore



Honors Education Course



Dr. Alex Romagnoli

This spring, the School of Education offered its first ever honors course for undergraduate students. According to the course's instructor, Dr. Alex Romagnoli, what separates this honors course from ED-250 is the added research component. Students develop the groundwork for a research project that will become their honors thesis.

"The students that take this course are really interested in becoming active participants in their own learning and research agendas."

Dr. Alex Romagnoli

Students in the Honors Education course read research-based textbooks with case studies, analytical studies, and mixed method studies. Romagnoli reports that the students express a natural curiosity for the subject matter and enjoy the challenge of expanding coursework beyond the typical research paper.

Monmouth University Teacher Residency Program

An innovative program in teacher preparation offers students and area schools a groundbreaking opportunity for professional development and preparation.

The Monmouth University School of Education's Teacher Residency Program is an innovative, clinical internship experience revolutionizing teacher preparation for undergraduate and graduate students. On February 1st, students, teachers, and administrators from the university and surrounding school districts came together to discuss the program.

Based on student feedback, the program's benefits include:

- Paid substitute positions as teachers, paraprofessionals, co-teachers, and tutors
- Modeling of successful classroom management techniques and instructional strategies demonstrated by carefully selected educator mentors
- Self-reflective videotaping and collaborative engagement

"Filming that self-reflection and discussing it with professors was crucial. Feedback from class really helped me have full confidence going into student teaching." David Glass, Teacher Resident '18

Teacher Residents become integral to a school's daily operations, a factor largely attributed to the program's unique focus on continuity. "The kids are excited," said Middletown Township Superintendent Dr. William George. He said elementary students often cheer when they see their teacher residents. "They don't cheer if they don't like that person and they don't learn from people they don't like."

Coming out of the Teacher Residency Program, the School of Education's graduates are more prepared than other teacher candidates to begin their first year of teaching. They enter the interview process as seasoned professionals and they are often already familiar with the school, its students, and its nuances.

Notably, the transition has been seamless in the eyes of elementary school students. "The kids don't know they're any different," said Tara Micciulla, Assistant Superintendent in Eatontown, referring to Teacher Residents. "They're just teachers."

Left: Dean John Henning addresses the education students who are interested in participating in the Monmouth University's Teacher Residency Program.

Right: Senior students and Teacher Residency participants, David Glass, Gina Geletei, Matt Yard and Susan Schuld presented on the innovative program at the New Jersey Association for Professional Development Schools Conference in May.



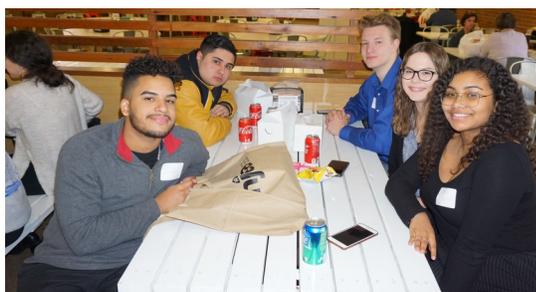
New Jersey's Future Educators Storm Campus

High school students visit the School of Education. Notable educators from across the state share their passion for teaching.

On March 13th, approximately 175 students in grades 9 through 12 proved their dedication to their plans to teach by braving snow and wind to attend the New Jersey Future Educators Association (NJFEA) conference at Monmouth University.

Throughout the day, high school students aspiring to become tomorrow's teachers visited Monmouth's campus, attended workshops, and heard from leading education professionals speaking about school-related topics.

During his keynote address, Dr. Michael Salvatore, the Superintendent of Long Branch Public Schools, spoke about the neurological basis of learning. Students were prompted to think differently about their own learning as well as the way they will teach their students. Other highlights included:



- Dr. Jerard Terrell, principal at the Summerfield School in Neptune (home to the Neptune Township Regional Deaf Education Program) and a team of educators and support staff spoke about teaching deaf students and discussed deaf students' special needs in the classroom.
- Maria Iozzi, principal of Red Bank Middle School, spoke about educating English language learners (ELL) in middle schools and discussed the support ELL students need from their parents and the community as they face issues related to language acquisition and culture.
- Professor Tina Cesario presented two breakout sessions on special education and inclusion strategies that can be used in traditional classrooms.
- Dr. Vernon Smith discussed the ways school counselors support both students and teachers in school environments.

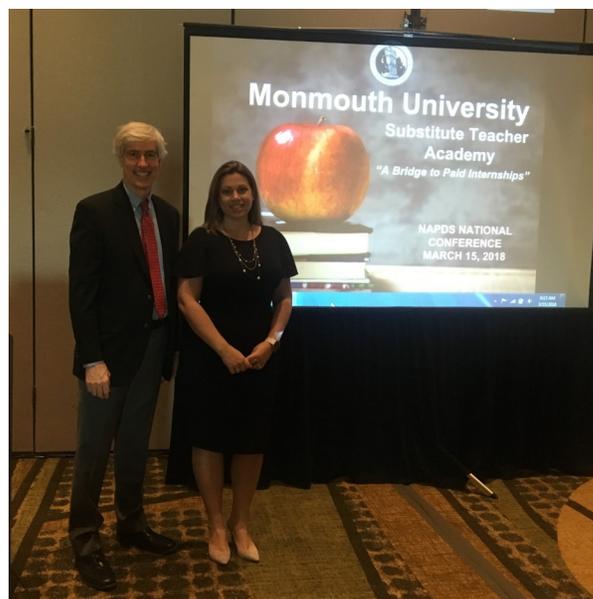
National Association of Professional Development Schools Conference

This March, students and faculty from the School of Education addressed the challenges educators face while meeting the needs of future generations. This took place at the National Association for Professional Development Schools (NAPDS) annual three-day national conference in Jacksonville, FL.

Monmouth representatives, Nicole Esposito, James Falco, Dean John Henning, and student presenters Gabby De La Paz and Jenifer Plummer presented "The Substitute Teaching Academy – A Bridge to Paid Internships" on Thursday. They discussed how to provide teacher educators with a practical approach for designing and implementing a substitute teaching academy to support a clinically-based teacher residency.

On Friday, they covered ways to design and implement an intensive mentoring program to provide strategies for mentoring teacher candidates during their clinical experience. Later, Dean Henning and Dr. Bernard Bragen discussed their process of developing a doctoral program for candidates in the partnerships.

To end the conference, Dean Henning, Dr. Bragen, Miss De La Paz, and Miss Plummer were joined by Greg Duffy to present on "Developing a Sustainable Teacher Residency."



Dean Henning and Nicole Esposito present on the Substitute Teacher Academy at the NAPDS National Conference

School of Education Scholarship Exhibition April 19, 2018

The 2018 Student Scholarship Week Interprofessional Exhibit showcased a panel presentation on Suicide Prevention. Its purpose was to show how professionals can work collaboratively on issues common across disciplines.

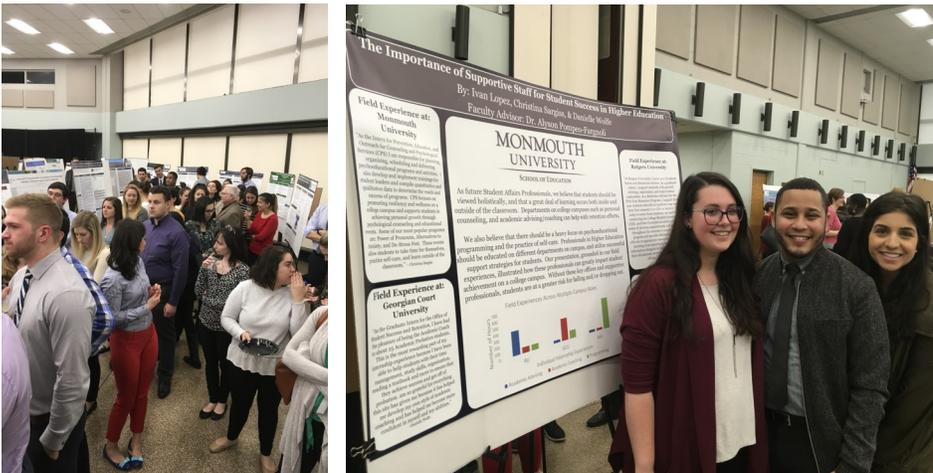
Presenters included Maria Capetta (Early Childhood Education), April Bacunawa (Nursing), Stuart Faunce (Health & Physical Education), and Tamara Guzman (School Counseling). They discussed steps to identify at-risk students, support measures, and methods of collaboration.

The panel discussion was followed by research presentations by students from all four departments within the School of Education on topics such as improving chronic absenteeism and reading intervention programs for English Language Learners. The top presentations were awarded the Dean's Award of Excellence in their respective categories (see listing below).

William Roberts Award for Outstanding Teaching 2018

Each year, all Monmouth University seniors are invited to recognize superior teaching in all disciplines by nominating a secondary school teacher for the Roberts Charitable Foundation Outstanding Teaching Award. Monmouth University Life Trustee William Roberts created the award over ten years ago to help instill a passion for community involvement and teacher excellence. This year's winners are shown below.

Roberts Outstanding Teaching Award winners and their Senior nominees shown back row (left to right): Kelsea Connolly, and Mrs. Patricia Miller, Ms. Amanda Diercksen, and Douglas Bornhoeft, Ms. Cassandra Bunje and Janistie Medina. Front Row (left to right): Dean John Henning and President Grey Dimenna, Esq.



Left: Student researchers listen to the panel discussion on suicide prevention.
Right: SACC students Danielle Wolfe, Ivan Lopez, and Christina Sargiss present their research on support staff in higher education.



Spring 2018 SOE Dean's Award of Excellence

Research Doctoral Level
Vincent Sasso

Research Master's Level
Kelly Hogan

Research Master's Level: Speech-Language Pathology
Valerie Bechtold, Carleen Higgins, Courtney Mallon, Laura Phillips, Diona Rosano, Meredith Timko

Proposed Clinical Research Master's Level
Grace Pelerin, Jose Lopez, Aaron Ratzen

Clinical Research Undergraduate Level
Christina Barlik, Jenna Ciancimino, Lexi Fittipaldi

US News & World Report Ranking

U.S. News and World Report has ranked Monmouth University's online graduate education program in its top 200 based on 5 categories: student engagement, student services & technology, admissions selectivity, faculty credentials & training, and peer reputation.

Monmouth's online graduate education degree program offers:

- Master's Degree in Educational Leadership
- Master's Degree in Special Education-Autism
- Applied Behavioral Analysis Certificate Program
- Early Childhood Education Endorsement (P-3)

Students have a unique opportunity to share their experiences with peers and faculty, said Program Director and faculty member, Dr. Kerry Carley-Rizzuto. "This creates a synergy of sharing research with authentic techniques and relatable experiences. We have a wonderful student body and our enrollment grows – literally – each day."

"What makes them (the master's in Special Education–Autism and the ABA certification program) unique is that we were one of the first universities to house those programs within our School of Education."

Mary Haspel, Instructor of Special Education

Substitute Teaching Academy

Experiential, meaningful, and transformative learning are at the heart of the School of Education's Substitute Teaching Academy.

This program, created in the Fall of 2016, helps students learn practical strategies that can be applied to their experience as a teacher resident (substitute, para-professional, and tutor), clinical intern, and teacher, according to James Falco, Assistant Principal at Middletown High School North and an Academy instructor.

The Substitute Teaching Academy is offered once every semester and meets on Saturdays from 9 A.M. to 12 P.M. for four weeks.



It helps students to develop a 'toolbox' of strategies that will benefit them as a teacher resident, clinical intern, and eventual teacher."

James Falco

James Falco and Nicole Esposito conduct the Substitute Teacher Academy for School of Education students for four weeks each semester, on Saturday mornings.

Spring 2018
School of Education
Academic Awards

Curriculum and Instruction
Award Winners

Elementary Education Undergraduate

Kelsey Gripp

Elementary Education Graduate

Jessica Harding

Secondary Education Undergraduate

Susan Schuld

Secondary Education Graduate

Andrew Bohackyj

Early Childhood Education

Gina Geletei

Teaching English as a Second Language

Stephanie Quarto

Literacy

Catherine Baier

Master of Arts in Teaching

William Wrightson

Special Education Award Winners

Special Education Undergraduate

Melanie Rodberg

MSEd Special Education

Rebecca Harrington

Educational Counseling and
Leadership Award Winners

School Counseling

Kacey O'Connell

Student Affairs

Christina Sargiss

Educational Leadership

Danielle Parella

Jamie Kinard

Speech Language Pathology Award Winner

Excellence in Speech-Language
Pathology

Madison Chase

Susan A. Young Scholarship Award Winner

Mara Manzar

Congratulations 2018 Graduates



Dr. Tracy Mulvaney, Assistant Dean, poses with the School of Education graduates at the Undergraduate Commencement on May 9, 2018 at the PNC Arts Center

Content Editors and Graphic Designers: Abigail Eastwood, Mary Kate Kane & Susan Schuld

A Very Special Thanks for Organizing School of Education Events:
Trish Bartlett, Colleen Finnigan, Mary Kate Kane and Kathleen O'Donnell



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