

Wednesday, April 25, 2018
Samuel Hay Magill Commons Club Lounge

Council Attendees:

Steve Bray '04M
Joyce DeJohn
Bill George '97M
Keith Green (call-in)

MU Attendees:

John E. Henning, Dean
Tracy Mulvaney, Assistant Dean
Bernie Bragen,
Emily Miller-Gonzalez, Director, Leadership Programs

MU Student Representative:

David Glass '18

Teacher Residency Program

David Glass, a dual-major in Education and History, will be graduating in May '18. He is currently participating in the Teacher Residency Program, through his student teaching placement and substitute teaching at Middletown Township Public Schools, at the high school level. While David's clinical placement is in a 9th grade classroom, he has been called on to substitute teach across grades K-12.

He shared many benefits of the Teacher Residency Program, including: the opportunity to work with a cooperating teacher, as well as working alone to develop strong classroom management skills, the ability to build a strong rapport with the school, and being called on to cover classes, enhanced level of confidence in the classroom, etc. David was also appreciative of the many professional development opportunities that emerged from participating in the Teacher Residency Program, such as speaking at the AACTE National Conference in Baltimore, MD in March.

Bill George also shared his observations about the pilot year for the Teacher Residency Program. He and Bernie Bragen agreed that research supports David's experience – namely, the more time spent in the classroom as a preservice teacher, the better-prepared teacher candidates are for their first full year of teaching. Bill also mentioned that Monmouth would be presenting to area high school students as part of "Tomorrow's Teachers," to encourage New Jersey's best and brightest to consider the field of teaching/education.

John Henning also mentioned that leadership from the University of Texas system has been in touch with him, following the AACTE panel presentations, to discuss the Teacher Residency Program. John would love for Monmouth to become not only a regional leader in innovative teacher preparation, but also a national example for other colleges/schools of education. Optimally, according to John, Monmouth will engage students for 3-4

years in the Teacher Residency Program, placing them in the classroom a few times a week as part of their apprenticeship. One of the biggest challenges, according to John, is clearing a space in the students' schedules to allow for participation in the Teacher Residency Program.

The Council agreed that if freshmen and sophomores perceive the Teacher Residency Program as a path to employment, and understand that participation therein will reduce or altogether eliminate their need to work part-time during college, that they will be more likely to sign on to the program. While the School has hosted

Joyce DeJohn related her nursing experience at Monmouth Medical Center to the Teacher Residency Program, suggesting that students who engage in real-world professional experience during school will be better situated to launch their career upon graduation. She also offered a "parent perspective," suggesting that substitute teachers who become a part of the school community will be well received and appreciated by parents and families of students.

informational sessions on the Teacher Residency Program over the past year, it was suggested that the School offer similar sessions during New Student Orientation, to help introduce students to the Program at the earliest point possible in their college career.

Doctor of Education in Educational Leadership

Bernie Bragen shared updates on the Ed.D. Program. He provided some background on program development, indicating that over an 18-month period, John Henning and his team of Teaching Fellows were able to develop a full doctoral program curriculum, approved by the State.

Many of the Teaching Fellows are local superintendents, adding a superior level of credibility and practical application to the program. Of the 21 students originally enrolled in the first cohort, 20 remain after the first full year, and we are aiming for similar enrollment and retention numbers in the coming years. Most of the students in this first cohort are current school administrators.

Connected to their dissertation, each student must develop a transformative capstone project, initiating positive and long-lasting change within their school/district. To date, four of these projects have already received IRB approval, and another six are in process. Examples of these research projects include looking at ways to reduce chronic absenteeism, and implementation of Kahn Academy within the doctoral candidate's school district.

In the future, the School may consider adding concentrations such as Curriculum and Instruction, and Special Education, and may possibly expand the program across the University to a doctorate in Leadership, thereby appealing to many disciplines, and enabling greater collaboration and interdisciplinary work among faculty.

Bill George offered a superintendent's perspective on the Ed.D. Program, saying that he wants research in his schools to encourage purposeful practice. He commended Bernie and John on the development of a doctoral program that enables personalized learning and values the student voice.

Accreditation

Tracy Mulvaney shared updates on the accreditation process with the School's various accrediting bodies. She prefaced her overview by indicating that the focus, for most of the accrediting groups is now on continuous improvement, whereas it was previously on compliance. Tracy walked the Council through a PowerPoint

Exhibit 5.3.F School of Education Dean’s Advisory Council Meeting Minutes

presentation, to help explain the programs seeking accreditation within the School of Education, and the processes/timelines for each.

The Council for the Accreditation of Educator Preparation (CAEP) works with initial teaching programs, the Council on Academic Accreditation (CAA) works with the Speech Language Pathology Program, and the Council for Accreditation of Counseling & Related Educational Programs (CACREP) covers School Counseling.

Two programs within the Department of Educational Counseling and Leadership, School Counseling, and Student Affairs and College Counseling are currently accredited through March 31, 2019. The School needs to submit an interim report by October 1, 2018, although Tracy has set an aspirational deadline at the end of the summer, to receive accreditation through March 31, 2025.

The Department of Speech Language Pathology submitted a self-study to CAA in February 2018, and a site visit from CAA is planned for October 2018, with an accreditation decision to be made in early 2019. The self-study for CAEP is due July 18, 2018, with a site visit from CAEP scheduled for April 13-16, 2019. Of particular note, the School of Education at Monmouth has received National Recognition for Specialty Professional Associations (SPA) for 13 programs – see table below.

Undergraduate	Graduate
P-3	P-3
Elementary Education	Elementary Education
Math	Math
Science	Science
Social Studies	Social Studies
Teachers of Students with Disabilities	Teachers of Students with Disabilities
	Learning Disabilities Teacher Consultant

Tracy also shared figures for program completion and employment rates among the speech language pathology, school counseling, and student affairs and college counseling programs from the 2017 Annual Reports – see table below.

	Speech Language Pathology	School Counseling	Student Affairs and College Counseling
Program Completion Rate	100%	100%	100%
Employment Rate	96%	60%	60%

About the initial teaching programs, Tracy shared the following information about program completers, as well as number of teaching endorsements.

Completers: Grad = 36; Average GPA 3.85
 Completers: UG = 99; Average GPA 3.53
 Content knowledge (Praxis exam) = 100%

# of Endorsements	MU % employed	State % employed
1	60%	62%
2	77%	70%

3	100%	80%
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Tracy asked the Council to consider what data might be helpful for the School to include on a website dashboard, as well as other print materials, that would be helpful for prospective students, parents, and our community. Joyce and Steve suggested including the stats on employability w/increasing endorsements, and including a brief definition of "endorsement." They also felt that information on class ration, as well as information on testing success would be helpful to prospective students and families.

Strategic Plan

John provided an overview of the School's five-year goals, developed with help from Business School faculty member, Gene Simko. Professor Simko led the Education faculty through a SWOT analysis exercise earlier in the year, which John will provide to the Council at a future time. He invited the Council to take a look at the recently developed five-year goals, and offer any immediate feedback. Goals include:

Goal 1: To maintain and develop processes that foster continuous improvement.

Goal 2: To develop new programs and initiatives for the purpose of enhancing competitiveness and cultivating a state and national reputation for program innovations.

Goal 3: To further develop school and community partnerships for the purpose of providing outstanding professional education while serving the community.

Goal 4: To promote an enhanced awareness and practice of social justice.

Goal 5: Leadership TBD

Goal 6: To develop a state and national reputation for innovative teaching and learning for the School of Education.

Miscellaneous

John applauded Keith Green and Autism MVP Foundation for hosting another wonderful Brewing Awareness for Autism event on April 21. He also mentioned the recent reception hosted by Monmouth for Autism MVP Foundation board members to hear first-hand from the Autism Program Improvement Project staff, Professor Stacy Lauderdale and Professor Mary Haspel, about the initial findings from their work in public schools observing teachers of students with autism. Stacy and Mary are presenting nationally on these findings, and offerings suggestions of evidence-based ways to prompt and reinforce students with autism. Emily will follow up with a link to the short info video on the Autism Program Improvement Project.

He shared his thanks for the renewed pledge of support from Autism MVP Foundation for \$15,000 for this calendar year. Keith put in a plug for the 4th Annual Autism MVP Walk in November. Details to follow.

John invited Council members to attend the upcoming Monmouth University-William Roberts Charitable Foundation Outstanding Teacher Awards Dinner on May 3 to celebrate the impact of outstanding secondary teachers on graduating Monmouth seniors.