Welcome

Our New Dean, Lynn Romeo

Dr. Lynn Romeo has been named Dean of the School of Education. Dr. Romeo also directs the Office of Certification, Field Placements, and School Partnerships in the School of Education.

Dr. Romeo has served the School of Education as Associate Dean, Department Chair, and Graduate Program Director. She was also a former primary grade classroom teacher, reading specialist, learning consultant, and public school administrator. She teaches graduate literacy courses for teachers who are studying to become reading specialists and literacy coaches.

Our New Associate Dean, Terri Rothman

Dr. Rothman served as the ELSE Chair from 2005 to 2008. In addition to her new position as Associate Dean, Terri is currently the Graduate Program Director in the ELSE department and Director of the Provisional Teacher Program. Dr. Rothman teaches both undergraduate and graduate courses in the Educational Counseling, Special Education, and Principal programs.

Dr. Rothman now serves as the NCATE coordinator and will facilitate the NCATE focus visit in September 2009.

Our New Chair of ELSE, Jason Barr

Dr. Barr is a Developmental Psychologist in the Department of Educational Leadership & Special Education at Monmouth University. He teaches graduate courses and advises students in the M.S. Ed. Educational Counseling program. He also teaches undergraduate education courses.

Dr. Barr’s research interests are in cognitive and moral development with a specific focus on the development of empathy and perspective-taking abilities in children and adolescents.
Fall Symposium a Great Success!

Over 250 New Jersey teachers and Monmouth University Teacher Candidates attended a day of professional development. **Linda Gambrell**, Distinguished Professor of Education at Clemson University presented the keynote speech “Innovative Literacy Instructional Practices that Promote Student Learning.” **Charise Harper**, guest author of “Just Grace” series published by Houghton Mifflin, entertained the audience with her slide show on using everyday experiences in the writing process. In addition, the participants attended 2 of the 12 dynamic workshops that were available.

**Future Symposia**

**Spring Symposium**
**FRIDAY, April 17, 2009**

Dr. Grant Wiggins, Keynote Speaker
Vicki Cobb, Guest Author

**Literacy Symposium**
**FRIDAY, October 23, 2009**

Dr. Melanie Kuhn, Keynote Speaker
Michael Dooling, Guest Author

For more information: Carol Salomon, soesymposium@monmouth.edu

http://www.monmouth.edu/academics/schools/education/futuresymposia.pdf
EDUCATIONAL COUNSELING FACULTY NEWS FLASH!

Dr. Tina Paone and Dr. Jose M. Maldonado, Assistant Professors in the Educational Counseling program have been elected to serve as the New Jersey School Counselor Association’s Publication Committee Co-Chairs. They will be working on publications for New Jersey School Counselors across the state to promote the profession of Educational Counseling.

Dr. Jose M. Maldonado has been elected to a three year term as Advisory Board Member to New Jersey School Center for the Advancement of School Counseling in partnership with the NJ Department of Education. He will be working with school districts, universities, and administrators to advance the profession and practice of school counseling.

Dr. Jose M. Maldonado and Dr. Sheila Witherspoon were elected to a two year term as Advisory Board Members to New Jersey Department of Education’s Systemic Reform in School Guidance and Counseling Programs. This joint venture with state government agencies, and institutions of higher education is designed to assess the implementation of school counseling programs across New Jersey.

Dr. Judith Bazler’s Secondary Science Methods Class Visits Science Club
By Dr. Judith Bazler

On November 19th, Dr. Bazler’s secondary science methods class travelled to Marlboro Middle School at the invitation of a former student of MU—Debbie Welch—to teach “fun” science activities to the school’s huge science club. The after school science club is for grades 7 and 8 and has over 60 students participating. Dr. Bazler and her class worked with 30 students facilitating them to build spaghetti towers, design their own can cars, and compete to be the best safest dropper of eggs from 9 feet. The MU students were excited about going into the school and working with these budding young science enthusiasts.

PRAXIS PREPARATION WORKSHOPS, SPRING 2009 SCHEDULE

Social Studies Content Knowledge (Test 0081)
Saturdays, February 7, February 14, February 21, February 28, March 7, 2009

English Language, Literature and Composition: Content Knowledge (Test 0041)
Saturdays, January 24, January 31, February 7, 2009

Elementary Education: Content Knowledge (Test 0014)
Saturdays, February 16, February 23, March 7, 2009

For additional information, please contact: Carol Salomon, csalomon@monmouth.edu 732-571-3596
Get registration information at our website at: http://www.monmouth.edu/academics/student_teaching/praxis_prep.asp

SCHOOL OF EDUCATION WINS BEST DESIGNED/DECORATED TABLE AT FALL MAJORS FAIR AND EX ED EXPO.

Carrie Digironimo, ELSE Advising Liaison, was one of the winners of a $25 gift certificate to the Monmouth University bookstore.

CONGRATULATIONS TO ALL!
SUCCESSFUL COLLABORATION BETWEEN TWO PROGRAMS

By Mary Brennan and Donna Mitchell

An innovative idea was implemented this year by Professors Mary Brennan and Donna Mitchell. Professor Mitchell is an adjunct instructor at Monmouth University and an instructor for the Alternate Route Program for certification that is offered by the NJ Department of Education through a grant written by Dr. Terri Rothman, Associate Dean SOE, and received by MU. Professor Brennan is a Specialist Professor in the department of Educational Leadership and Special Education.

Throughout the fall semester, they both hold their class on Monday evenings in the Long Branch Middle School. Together, they planned a creative way of teaching their respective students. The two classes were combined for part of the time on Mondays and the Professors co-taught the topics of special education law; IEPs; modeled co-teaching approaches and developed a lesson plan using the wiki.

This unique approach brought the adult Alternate Route teachers into an arena with special education undergraduate teacher candidates to discuss such topics as communication, collaboration and implementation of lesson plans.

In groups, the two classes met in one room to begin the discussions on the various assigned topics and then continued the discussions based on the reading of assigned research articles.

The result was an effective open discussion between the two classes that resulted in the undergraduates proclaiming, “This was wonderful because it gave us an opportunity to hear about different approaches that have been tried in class and the results of the procedures.” The Alternate Route teachers were introduced to teacher candidates in the field of special education. They felt that the experience was successful because the dialogue changed their impression of the special education teacher as the “helper” and eliminated many preconceived biases against special education teachers and students.

During a group activity, they all proclaimed at the end that the interactive approach to learning that took place in the class was successful, effective and allowed them to maintain an open mind to approaching teaching. The students no longer made a distinction as to the areas of special or regular education; it was all about the best practice for teaching children.
How do you save an endangered city from a toxic waste spill? You cannot enter the city because of the problem. The waste must be safely removed so that it does not spill into the atmosphere or else the city will remain uninhabitable for many years. Where do you go for help? Who will know what to do?

This was one of the problems presented to science teachers by Dawna Schultz from Stevens Institute of Technology in Hoboken, New Jersey when she visited science methods classes at Monmouth in early September. Ms. Schultz, a mechanical engineer herself, came to Monmouth to speak to prospective science teachers about careers in engineering and also to enlighten them about what it really is that engineers do. The USA will be facing a shortage of engineers in the future and Schultz thought that by speaking to prospective teachers, they might be able to inspire their own future students to consider such careers.

The “engineers” in the science methods classes were able to solve this problem and save the city and its inhabitants with teamwork and good old basic smarts. They had to do what engineers do—solve problems and engineer designs that make life easier and better. Ms. Schultz informed the future teachers that the upcoming revision of the New Jersey Core Curriculum Content Standards will contain an additional standard called Innovation in Engineering Design. This new standard will become effective in 2009 and will certainly impact science curricula in New Jersey schools.

Students at the above left are pictured with their design prototype that they hoped would allow them to remove the toxic material from the endangered container and put it into a container that could be safely removed from the city. The hula hoop represented the boundaries of the city which the students were not able to cross. Ropes had to be used to cross the city line. The students were given a bicycle tire tube and a set of ropes to design the apparatus prototype. They had to work together and try the device out before they actually went into production. This is what engineers do before their designs become officially accepted. They must build a prototype that mimics the actual task and then test it under similar conditions that they will face in solving the real world challenge.

Another group was assigned a task that required them to solve a different problem; design an identification device that would effectively attach to their clothing using an 8.5x11 inch sheet of paper. The design had to be environmentally friendly so the entire sheet had to be used with no waste. It also had to be designed as a geometric figure with lettering that could be read from a distance of ten feet.

We were proud that our students were successful in solving both of these problems within the required time limit of 15 minutes. They were able to work together in teams and to use only materials available to design effective devices. These devices were tested and deemed ready to go into production.

Monmouth future teachers not only were pleased that they had effectively solved a real world problem, they were also gratified to see that collaboration and teamwork can often lead to success. This is the way engineers work and this is the way engineering careers can generate personal satisfaction and intrinsic rewards. The presentation reinforced ideas already discussed in methods classes about the nature of science and the excitement and satisfaction that can be experienced in these careers. The youngsters in their future classrooms will truly benefit from the programs experienced by these prospective teachers.
UPCOMING EVENTS

Save the Dates

MARCH 26, 2009
SILENT AUCTION TO BENEFIT THE SUSAN YOUNG SCHOLARSHIP
Anacon Hall

APRIL 23, 2009
SCHOOL OF EDUCATION CONCERT
Wilson Hall
Dr. Susan Young Memorial Scholarship

Dr. Young became a literacy professor at Monmouth University in 1993. Susan was a Department Chair, served on numerous school and university committees, played a central role in program and course development, and conducted scholarly research. She was responsible for establishing many university/school partnerships, including the Ready-Set-Go preschool in Long Branch.

Susan was an outstanding, motivating teacher. She lived and breathed the concept of lifelong professionalism and expected students to develop that disposition. During her career at Monmouth, we formed the Monmouth University Special Interest Council of the International Reading Association and developed the two annual School of Education symposiums to provide professional development opportunities for our students and area teachers.

Susan was the consummate advocate and advisor to students. She assisted and counseled a great many of them in regards to their career paths. Students were always found either in her office or waiting in line to meet with her about courses, programs, teaching and activities. She served as the faculty advisor to Kappa Delta Pi.

In December 2003, Susan, after a brave, courageous fight, died from ALS. Susan is remembered for her scholarship, exemplary teaching, and outstanding service contributions to the School of Education, Monmouth University, the community, and the field of education.

Requirements: Any full-time Monmouth University Student in their Sophomore, Junior, or Senior year, majoring in Education, with a Grade Point Average of 3.2 or higher, and an active member of the Monmouth University chapter of the International Reading Association is eligible for the Dr. Susan Young Memorial scholarship that is awarded each year.

The School of Education would like to acknowledge the following list of Donors who have generously supported the Dr. Susan Young Memorial Scholarship:

ANN MILLER
KRISTIE DELUCA
KIM CHRISTMAN

Yes! I would like to become a donor for the Susan Young Scholarship Fund

☐ $1,000    ☐ $200    ☐ Enclosed is my check made payable to Monmouth University
☐ $100    ☐ $50    ☐ Please charge my gift to the following credit card:

Other: _______________

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**WHAT’S NEW**

**SCHOOL PARTNERSHIPS**

“WRITE OUT LOUD”
@ Monmouth University
A HUGE SUCCESS

Summer 2008, Dr. Laurel Chehayl’s ED329 and ED529 classes worked with High School Students from Raritan High School, Hazlet at the Monmouth University Campus. Spectacular writing projects were created. “The enthusiasm for the summer program exceeded all my expectations,” said Dr. Chehayl. The week’s activities concluded with a presentation before family and friends.
School of Education professors, Dr. Harvey Allen and Dr. Jason Barr are working with the Hazlet School District, one of Monmouth University’s partner schools, in their efforts to research the use of “Learnia” in conjunction with the results of the NJ ASK to enhance instruction and improve learning through data analysis.

The *Learnia* formative assessment system empowers educators with periodic information throughout the school year on the progress of students toward acquiring the skills and knowledge that will be assessed on the NJ ASK. The web-based system provides information about the strengths and weaknesses of individual students, alerting educators to any potential gap in student proficiency in time to differentiate instruction as necessary.

The New Jersey Assessment of Skills and Knowledge (NJ ASK 5–8) is the state test for fifth through eighth grade students. It is designed to give parents, teachers and administrators information about each student’s achievement in the areas required by New Jersey’s Core Curriculum Content Standards and determines what students should know and be able to do at the end of certain grades. Below is a list of the NJ CCCCS.

1. Language Arts Literacy (including Reading, Writing, Speaking, Listening, and Viewing)
2. Mathematics
3. Science
4. Visual and Performing Arts
5. Social Studies
6. Health and Physical Education
7. World Languages
8. Technological Literacy
9. Career Education and Consumer, Family, and Life Skills

Once again, Monmouth University’s School of Education has partnered with local school districts in Monmouth and Ocean Counties to provide professional growth experiences for novice teachers. During the 2008/2009 school year, Monmouth University has joined with Barnegat Township and Jackson Township in Ocean County and also with Hazlet Township and the Tinton Falls School District in Monmouth County in offering a “customized” induction program for each district. Activities range from “vision-setting” for first year teachers to training sessions for mentor teachers. Engaging in reflective practices serves as a fundamental disposition for both novice teachers and their mentors.

In Hazlet and Jackson, novice teachers are involved in a three year induction program, based on a model that was developed by Dr. Joseph Corriero. During the first year, beginning teachers are paired with a mentor to ease the transition into their new roles in the school and district. In the second year, teachers are engaged in producing a “Reflective Portfolio.” The contents of the portfolio include: a personal vision statement, a case study, a unit plan, a response to a teaching episode, and a Professional Growth Plan. In year three, teachers will be involved in an “action research” project in which they explore an issue of personal relevance to their teaching situation. All three years are closely supervised by school district administrators and Dr. Corriero, Dean Romeo, and Linda Foster from the School of Education. Initial reviews from the teachers and faculty have been very positive.
WHAT’S NEW
STUDENTS

CONGRATULATIONS SCHOLARSHIP WINNERS

Wetzel Scholarship

Elizabeth Dicker, BA, Special Education, has received the Wetzel Scholarship from the Council for Exceptional Children (CEC) for 2008. This scholarship for undergraduate students pursuing certification in special education is based on providing information reflecting a commitment to the field of special education and in particular to students with physical and health-related disabilities.

Doris White Memorial Scholarship

Andrea Grafton, Secondary Education Science major, has been awarded the Doris White Memorial Scholarship which pays the convention registration fee and a year membership to a preservice teacher interested in teaching science to students in any grade. Andrea attended the New Jersey Science Teacher’s Association (NJSTA) Convention on October 14 and 15 in Somerset, NJ.

Kathryn Hopper Scholarship

Stacey Cappuzzello
Michael Pereira
Andrea Grafton
Amir Mohamed

TEACH GRANT PROGRAM

NOTE: For further information visit the TEACH Grant Fact Sheet or Monmouth University’s Financial Aid WEBsite at: https://www.monmouth.edu/admission/financial_aid/federal.asp

The Teach Grant Program:

• Provides up to $4,000 per year ($16,000 total for undergraduate students; $8,000 total for graduate students)

• Grants will be available to full-time students who plan to teach full time in high-need subject areas at schools designated as serving low-income students

• Grant recipients are obligated to teach at least four full years within 8 years after finishing their teacher education program (with that four years being in specifically designated high-need subjects and at a low-income servicing elementary or secondary school)

• There are explicit requirements and detailed commitments to be completed as part of this program which need to be reviewed and individually evaluated

If considering this loan, review all requirements and commitments carefully as indicated on the Monmouth WEBsite at https://www.monmouth.edu/admission/financial_aid/federal.asp. Thereafter, you should contact Monmouth University’s Financial Aid Office via email (finaid@monmouth.edu) to request an evaluation of your eligibility for the Teach Grant.

ETS Recognizes the Following Students with Excellence on Praxis II

Elementary Content Knowledge (0014)
Kayse Antonick-Howee  Sean Collier  Karen Flynn
Kelsey Higley  Julia Kolakowski  Nicole Miani
Mark Schneider  Nicole Stevens  Christopher Stone

Mathematics Content Knowledge (0061)
Erika Taylor

Correction
In our last newsletter, Chiara Shah’s name was omitted from the list of students who received a commendation from ETS for an outstanding Praxis score in Math.
Best of Luck to Our 2008 Alumni in Their New Positions

Terry Caliste: Shore Regional High School, Ocean
Megan Canavan: St. Stephen’s School, Kearney
Christina Colla: Central School, Keyport
Kacie DeFelice: Somerville High School, Somerville
Nicole DeNardo: Bridgewater-Raritan High School, Bridgewater
Marisa DeNicola: Hazlet Middle School, Hazlet
Steven Dilorio: Perth Amboy High School, Perth Amboy
Lara Eveland: Southhampton School, Southhampton
Todd Havard: Shrewsbury Borough School, Shrewsbury
Emilly Hawrliko: Matawan Aberdeen Middle School, Matawan Aberdeen
Michelle Hofmann: Livingston Park School, North Brunswick
Brian Kerr: East Brunswick High School, East Brunswick
Nicholas Mancheno: Point Road Elementary, Little Silver
Kathryn McClain: Middle School, Montville Township
Fatima McKinnon: Irwin Elementary, East Brunswick
Martha Mooney: Capital Preparation, Trenton
Sean Quinn: Milton School, Milton
Christine Roginski: Bayshore Middle School, Middletown
Barron Sample: Akiachak School, Yupit School District, AK
Julie Schmidt: Freehold Borough, Freehold
Brandie Sica: Carteret Middle School, Carteret
Brian Snedden: Freehold Regional High School District, Freehold Township
Katherine E. Vince: East Brunswick High School, East Brunswick

And Our Other Alumni
Becky Yanksy Cataline: Educational Counselor, Lacey Township
Karen Miller: Supervisor of Curriculum and Instruction, West Freehold School in Freehold Township

We are reaching out to all the School of Education alumni in order to invite you to participate in advisory councils, social get-togethers, and to learn what’s new in the School of Education. Please complete the following form and return it to: Patti DeAngelis, School of Education
Monmouth University
West Long Branch, NJ 07764

You can also email the information to pdeangel@monmouth.edu

Full Name: ____________________________________________
Home Address: ________________________________________
City: ___________________________ State: ___________ Zip: ______
Home Phone: (   ) Work Phone: (   ) Cell: (   )
Email: _______________________________________________
Year of Graduation: __________ Degree/Program/Endorsements __________________________
Place of Employment: __________________________________
District/School/Grade: __________________________________
Current Position: _______________________________________

This form is used to update contact information for the School of Education Monmouth University for the sole purpose of keeping you informed with newsletters and upcoming events pertaining to the School of Education. This information will not be sold or disclosed to any source outside of Monmouth University.