A Message from Dean Stanley...

The School of Education continues to expand several exciting K-12 partnerships with local schools. Our collaborative activities include teaching MU education in local schools, mentoring programs for new faculty, and staff development in English, literacy, and math education. The partnership activities involve our faculty in the day-to-day work of local schools and give our students more opportunities to do early field experiences with K-12 students in actual classrooms.

The School has also developed several revised programs to help students complete a four-year undergraduate program leading to a teaching credential in elementary education or secondary education with an endorsement in Teacher of Students with Disabilities. Additional endorsement options include English as a Second Language (ESL) and Middle School teaching (grades 5-8).

At the graduate level we have revised our existing MAT for elementary or secondary education by adding an “accelerated track” students can complete in one year. In addition, our M.Ed. has been revised to provide several options related to specific student interests. The total credit hours were reduced to 30 from 36. All M.Ed. students will complete a required core of 12-15 credits and can opt for an area of specialization in Early Childhood (P-3), English, ESL, Math, Reading, Science, or Social Studies. Many of our programs will now be delivered on line or with the inclusion of hybrid courses that combine online and classroom activities. The online and hybrid course options will provide more scheduling flexibility.

Finally, the School is working to improve existing advising services to provide the best available information necessary for the successful and timely completion of programs. We are confident these program revisions will provide a more exciting, creative, and professional programs for our students.

Advising Office Hours

Curriculum and Instruction
214 McAllan Hall
Sarah Moore, MAT Program Advisor -
732-263-5689 smoore@monmouth.edu
Monday, Tuesday, Wednesday, 11:00 - 7:00

Thursday, Friday 9:00 - 5:00

Jennifer Joyce, Program Advisor -
732-263-5688 jjoyce@monmouth.edu
Monday - Friday 7:45 - 4:00

Educational Leadership and Special Education
109 McAllan Hall
Janis Marcus, Program Advisor -
732-263-5972 jmarcus@monmouth.edu
Monday, Thursday 8:30 - 3:00
Tuesday 8:30 - 2:00

Carrie Digironimo, Program Advisor -
732-263-5718 cdigiron@monmouth.edu
Monday 10:30 - 4:00
Tuesday, Wednesday 8:30 - 4:00
Thursday 10:30 - 6:00
Friday 8:30 - 3:30

Spring Symposium ~ April 18, 2008

At Monmouth University’s Annual Spring Symposium, educators of preschool through grade 12 can acquire comprehensive techniques to enhance the teaching of major content areas and can learn strategies for inclusive instruction. The event will be held in Anacon Hall on Friday, April 18, 2008. Our keynote speaker, Dr. Richard Gargiulo, University of Alabama at Birmingham, will speak on “The Least Restrictive Environment: Myths, Realities, and Personal Reflections.” Eireann Corrigan, author of several books for young adults, will present, “Teaching to My Audience: Combining Careers in Writing and Teaching.”

Participants will be able to choose one morning and one afternoon workshop from the following selections:

1. Alternative Assessment in the Secondary Classroom, 9-12
2. Guided Research: The Many Faces of Collaboration, 9-12
3. Collaborative Strategic Reading: A Strategy Designed for All Adolescent Learners, 6-9
4. Navigating Through Genres of Writing, 5-8
5. Children’s Voices: Teaching Literacy with Multicultural Literature, 2-5
6. Practical Ways to Accomplish Inclusion, All grades
7. The Least Restrictive Environment, Q&A
8. Preschool Inclusion-Making It Work!, Preschool
9. Beginning to Understand Behaviors that Occur in Inclusive Settings with Children with Autism & Other Developmental Disabilities, All Grades
10. Collaborating Successfully to Benefit Students in Middle and High School

Contact
Carol Salomon
732-571-3596
csalomon@monmouth.edu
for Registration Information
Physiology and Hygiene Requirement
New Jersey requires new teachers to have a general knowledge of physiology and hygiene for certification. Contact Chris Borlan, 732-571-7558, cborlan@monmouth.edu to arrange a test date and time. There is no fee.

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*NEW*

Substitute Workshop
Do you have 60 credits? Earn extra money as a substitute teacher!
This workshop will give you the necessary tools to become a successful substitute teacher in a school classroom

When: Saturday, March 29, 2008
Time: 9am to 3pm
Where: McAllan Hall, Room 123
Cost: $60.00
For more information please contact: Carol Salomon, 732-571-3596
csalomon@monmouth.edu

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SOE FACULTY WIN “MOST INNOVATIVE” AWARD WITH WEBQUESTS
Immediately following the February 6th Faculty Meeting, the Faculty Resource Center and the Center for Excellence in Teaching and Learning (CETL) hosted their annual Attainable Innovations Classroom Showcase.
CETL was created to support faculty in the exploration and promotion of creativity, intellectual inquiry, research, and scholarship as integral components of the teaching and learning process. The Center works collaboratively with faculty, students, and the university community to promote dynamic, interactive, interdisciplinary learning utilizing a range of classroom based and technologically enhanced delivery modes.

Posters highlighting the work of Monmouth University's faculty who are incorporating technology into the classroom, were on display in the hallway adjacent to Wilson Auditorium. About 70 faculty members took the time to peruse the posters and vote for their favorites.

Dr. Richard Veit, Director of CETL and Associate Professor of Anthropology was pleased to announce that the winner for this year's "Most Innovative" award was WebQuests by School of Education Professors: (pictured clockwise) Drs. Mary Lee Bass, James Oigara, Laurel Chehayl, Shelia Baldwin, and Carolyn Groff (not pictured). WebQuest is described as a unit of study using internet technology as the primary resource. According to Dr. Baldwin, “Teachers create WebQuests to be used in the classroom as an alternate instructional format. This format engages learners in higher-level thinking skills and collaborative problem-solving.”

CONGRATULATIONS ALL!!!
Faculty Fashion Show: An Event to Remember

During the spring Student Teacher Orientation, several faculty participated in a fashion show representing the extremes in dress and other behaviors. To begin, Sheila Baldwin as commentator introduced the first “model”, Mary Lee Bass, as she strolled down the “red carpet” in an off the shoulder tee, short skirt, fishnet stockings and a huge bag, reminding all that first impressions are lasting ones. On her way to an interview with a principal, her cell phone rang. After struggling to find it in her overstuffed bag, she did pick up and put the caller on hold with rocking tunes to entertain the caller waiting.

Following Mary Lee Bass, was Jason Barr dressed in the fashion of some male students with cap on backwards, rolled up short sleeves, sandals, and holey jeans. His swagger suggests that “he has everything under control.”

Another scenario brought Mary Brennan down the “red carpet” in a most unforgettable outfit from Old Navy and Sports Authority of a belly shirt, large hoop earrings and low rise knit sweat pants. As her skirt progressed with loud talk about partying, the audience was invited to view her lower back tattoo! Needless to say, Mary Brennan brought the house down. Her interview with Superintendent Harvey Allen was cut off skillfully by his secretary who called to remind him of another “appointment”. Many of us agreed that she belongs on SNL!

And next was Sarah Moore, MAT advisor, enjoying her gum and her Starbucks coffee as she strolled forward dressed in a Hawaiian print shirt and matching cropped pants, bangle bracelets wrapping her arms and flip flops. Not only was her outfit a distraction (along with her gum chewing) but also her obvious lack of organization. She had papers coming out of her portfolio every which way and her oversized pocketbook manages to bang into everything and everyone. Enraptured with her text messaging while waiting for her interview, she missed the secretary calling her name twice. When she finally arrived at the desk of Superintendent Allen, she clearly presented the “what not to do” in an interview with a prospective employer.

Finally, Carolyn Groff portrayed the “teacher candidate” who was dressed professionally and conducted herself exceptionally well in her interview with Principal Allen.

Mary led the audience in a follow up activity called the “Top Ten Encrypted Messages” that emphasized the point of the skit. All in all, the audience of student teachers laughed heartily at the various representations of the lack of professionalism portrayed by SOE faculty and advisors. One student teacher made an astute comment, “They’re making fun of us!”

It was a memorable way to encourage the students to remember that “First Impressions are Lasting Ones.” Good luck to all during Student Teaching and remember to DRESS AND ACT PROFESSIONALLY!

Student Organizations

IRA MONMOUTH UNIVERSITY COUNCIL REACHES OUT TO COMMUNITY

IRA is once again visiting Red Bank Head Start and donating new bilingual books for every child. The IRA membership will be reading these books to the children.

On March 3, 2008 in honor of Dr. Seuss Day, IRA will be adopting six Kindergarten classroom doors at the Gregory School in Long Branch.

Each classroom door will be decorated with the theme from one Dr. Seuss book. During that day, IRA members will read the book to the children.

Christina Grott, current President of IRA MU organized the project with Cheryl Scourzo, No Child Left Behind (NCLB) reading teacher/tutor.

IRA members are also volunteering in the Gregory School in a new connection called “Reading Buddies.” The members volunteer in classrooms reading to the children and listening to them read.

IRA MONMOUTH COUNCIL AT MONMOUTH UNIVERSITY MARTIN LUTHER KING FESTIVAL

IRA sponsored a table for the MLK Festival: Theme for the table--“Quilt for the Future”--each student who visited IRA’s table contributed 1 square to their school's paper quilt. Completed quilts are then delivered to each school for permanent display.

IRA members Christina Grott, President and Monica Fodor work with visiting students from area schools.

SCHOOL OF EDUCATION HONOR SOCIETY: KAPPA DELTA PI

Kappa Delta Pi (KDP) is an international honor society in education that provides leadership experience, service projects, professional growth, and fellowship. The purpose of Kappa Delta Pi is to promote excellence in education. KDP invites into its membership undergraduates who exhibit the ideals of scholarship, high personal standards, and promise in the field of teaching. All initiates must have completed 70 credits, with at least 12 semester hours of professional education courses completed or in progress. Students must maintain an overall GPA of 3.2 or better and provide documentation for service hours that are performed in the first semester of 2008.

The first meeting of this year provided those interested in KDP and current members a video overview of the work of KDP. This January meeting also had a focus on the student teaching experience. Jessica Sastoque, an inductee from last year, came back with her portfolio to share her story about student teaching. In addition, the eBoard made a brief presentation about their planned WALK AROUND CAMPUS to raise funds and awareness about Autism. The walk is scheduled for Saturday, April 5, 2008.

This year will mark the thirty-second induction ceremony. The Induction Ceremony will be held on Sunday, March 30 in Pollak Auditorium. Co-Advisors, Drs. Brennan, Chehayl and Groff would like to extend an invitation to everyone to join us in celebrating the accomplishments of our education students. We look forward to seeing you at the reception (held before the ceremony) from 2-3 in Pollak Auditorium.
School Of Education Monmouth University /P-12 School Partnership

SOE/P-12 School Partnerships

Barneget Township Schools
Bayshore Jointure Consortium
Hazlet Public Schools
Jackson Township Schools
Keansburg Public Schools
Lacey Township Schools
Little Egg Harbor Township
Long Branch Public Schools
Manchester Township Schools
Middletown Township Schools
Neptune Township Public Schools
Red Bank Borough Public Schools
Shore Regional High School
The School for Children
West Long Branch Schools

Hazlet Professional Development Academy

Hazlet educators showed they had a lot to learn as well as teach when they attended workshops recently to sharpen their skills.

The workshops were held in conjunction with the district's partnership with Monmouth University. "The program has teachers work with the university's professors to strengthen their teaching skills and to empower them as teachers", said Dr. George, the district's superintendent. "We are proud of our partnership," George said. "We are excited about developing this research-based initiative."

Lynn Romeo, the Associate Dean of Education at the university and Linda Foster provided mentoring workshops for mentor teachers and novice teachers who are mentored. Dr. Romeo said, "This is the second year the university has partnered with the kindergarten-through-12th-grade school district."

Joseph Corriero, an assistant professor of administration education, and Bruce Normandia, an associate professor of mathematics, were at the high school demonstrating their teaching techniques for unit planning and mathematics, respectively.

In the mathematics workshop, Dr. Normandia illustrated the power of methodology when teaching algebra or trigonometry. "Teach for understanding," he said. "Today's learners are different, we have to change it up," he said. "We have to give the students the reasons behind the answers, we cannot just give them the answers."

"He's wonderful," said Dara Van Pelt, a mathematics teacher at the high school. During Dr. Normandia's workshop, he showed enthusiasm as he walked back and forth in front of the blackboard, lunged forward at times asking for answers and joked with the teachers as he explained every step to finding the answers to the problems on the blackboard.

Dr. Corriero demonstrated the strategies of learning techniques to a group of 50 or so teachers. "We have to let the students know up front what is expected," Dr. Corriero said during his lecture. The three steps to strategically planning a lesson is for the educator to identify the desired result before he or she starts to plan a lesson unit. "You have to ask yourself: what do I want them (the students) to know; what do I want them to understand, and what do I want them to do;" he said. "In the process, the focus shifts from what we are teaching to what (the students) are learning."

A group of Hazlet elementary teachers have begun viewing videos, reading research articles, and dialoguing online about writing instruction and the writer's workshop model District administrators, Dr. Lynn Romeo, and Professor Kim Christman also participate in the discussion. This professional development takes place on eCampus.

School Superintendent Addresses Student Teachers

Dr. William O. George, Superintendent of Hazlet Schools, addressed our student teachers at the Spring Student Teaching Orientation that was held on January 22nd. He spoke about the culture of the schools, the importance of professionalism and the need to effectively use planning, assessment, instruction, and reflection to promote student learning.

MENTORING - Hazlet, Jackson, Barneget

In order for a first-year teacher to obtain a standard teaching certificate, the state of NJ requires at least 30 weeks of mentoring. Topics such as behavior management, differentiated instruction, lesson planning, and developing professional improvement plans are just some of the issues addressed in the mentoring workshops provided by Dr. Corriero, Dr. Romeo, and Linda Foster in the partnership school districts of Hazlet, Jackson, and Barneget.

In addition, the MU professors conduct electronic dialoguing with mentor teachers in Barneget.
Long Branch School Partnership

PARTNERS IN LEARNING (PALS)

The Partners in Learning program is a service learning requirement for ED 319 Content Literacy students. They meet for 10 one-hour sessions at LBMS with 6th, 7th, and 8th grade volunteers. Our purpose is to engage students in activities of interest while at the same time strengthening literacy skills.

Fall, 2007-We decided on a research project that would better acquaint students with their hometown of Long Branch. Early on, LBMS students partnered with their MU PALS and formed groups determined by the topics they wanted to research. Those topics connected to the many different cultures, Seven Presidents, MU’s Wilson Hall and the Guggenheim Library to name a few. Throughout the semester, the MU teacher candidates prepared lesson plans for each session during which time students were researching and preparing their presentation and contribution to the book. They researched in the Internet, wrote and edited drafts, discussed what they were learning and other questions they had. Their presentations and book pages varied from a power point, newsletter, travel brochure, recipes, photos with captions, and pages of facts learned. Everyone received a copy of the book and the original was donated to the school library.

A highlight of the ten week project was a presentation by Sharon Hazard, author of Long Branch in the Golden Age: Tales of Fascinating and Famous People and Long Branch: Postcard History Series. Hazard engaged the students in an interactive discussion by focusing on the questions they had prepared prior to the event. Everyone came away from that talk better informed about Long Branch’s history as indicated by an MU student, “I have learned so much about Long Branch from participating in this project.”

Ms. Hazard’s thank you note radiates her positive impression of her experience with the students: “They were prepared...knew exactly what I was going to talk about...their questions showed their interest...and most of all they were so polite and respectful...The topic of the discussion was Long Branch in the past and your students exemplified what great promise Long Branch has for the future.”

MU teacher candidates came away from this experience with knowledge of how they could apply this kind of project to their future classrooms, something related to students’ interests and connecting to content curriculum standards.

The spring semester project has been identified by the LBMS faculty as a Peace Garden. This topic came out of a presentation made by the drug and alcohol task force’s theme of bringing peace to Long Branch. That’s why they wanted to develop a peace plot in the community garden near the school. Our spring program begins February 12 on the LBMS campus.

THE PRACTICUM THAT PRESENTS OUTSIDE THE BOX

Long Branch Middle School

The students in EDS 352, Curricula, Methods and Materials for Learners with Difficulties, have enjoyed the experience of having their practicum held at LBMS. What has made this experience different is that the whole class attends at the same time and Professor Brennan is also present. The little glitches have been few but the rewards have been many. Some of the highlights that have taken place:

- Teacher candidates have had the option of co-teaching during their practicum.
- Presentations have been made by science teacher, Dr. Bowker, on the LBMS student’s involvement in the NASA voyage to outer space including the pictures the students took of outer space from their classroom.
- Teacher candidates have enjoyed the lively presentation that took place in the Consumer Science Technology classroom given by Head Teacher, Ms. Cetrulo. She highlighted the importance of a Family Living skills curriculum. The teacher candidates had the opportunity to experience firsthand the state of the arts classrooms in this program.
- Special Education Head Teacher Benesky has spoken on the role of special education at LBMS and how it is coordinated with the other teachers and staff in the building. A lively Q/A session took place during this session.
- Mrs. Hanson gave an insightful lesson on preparing an Alternate Proficiency Assessment (APA) portfolio for the state and showed the teacher candidates some of the portfolios that have been prepared by her students. One of her APA students also came in and spoke briefly.
- A first year teacher came in and shared his insights about what ‘the textbooks’ don’t tell you or prepare you for.

Teacher candidates have been involved in cafeteria duty, hall duty, preparing bulletin boards and doing a Response to Intervention with a student one on one.

The experience has been a good way for the teacher candidates to realize that it is necessary to be flexible and ‘think outside the box’.

Ira Monmouth Council members work on posters for doors of Gregory School Classrooms in honor of Dr. Seuss Day, March 3rd.
Keansburg School Partnership

The School of Education and the Keansburg Public Schools have developed a collaborative university-public school partnership. We are currently engaged in several initiatives. **Dr. Laurel Chehayl's** Content Literacy course is based at the high school and meets every Tuesday. In an effort to invite Keansburg faculty participation, **Dr. Chehayl** has imbedded professional topic sessions within the university course. Secondly, the Monmouth University undergraduate and graduate students in the course are currently engaged in tutoring high school students who are struggling with literacy issues.

Graduate student **Edmond Murphy** and undergraduate **Rick Corpron**, teach in the High School Proficiency Assessment/language arts class. **Murphy** is working on his master's of arts degree in teaching, with a secondary degree in music. **Corpron** is earning a secondary English education degree. "It's definitely good for us as future educators to get this experience," Murphy says. "It's the making plans, teaching the lesson and interacting with the students that helps us become more well rounded."

KHS teacher **Melissa lacouzzi**, of Middletown welcomes the Monmouth University student teachers to her HSPA class. "It's very beneficial for my students to gain a deeper understanding of the various skills on the HSPA," lacouzzi says. "The Monmouth University students are doing an exceptional job focusing on the content of English and English skills."

Other Monmouth University graduate students are working with English teachers in both the high school and middle schools. **Dr. Chehayl** has also been collaborating with high school social studies teachers regarding the integration of literacy instruction in their classes.

Red Bank Borough School Partnership

The School of Education and Red Bank Borough Schools have a collaborative partnership. Through this partnership, our teacher candidates have multiple opportunities to participate in various elementary and middle school educational settings. **EDL 326** (Literacy Instruction in Educational Settings, P-5) teacher candidates conduct on-site Preschool Observations/Book Sharings/teacher interviews. **EDL 327** (Literacy Instruction in Educational Settings, 5-12) teacher candidates conduct on-site Middle School Observations/AVID Training/teacher interviews. The district also provided a connection for a Monmouth University SOE Honors student to be a participant/observer for her Senior Honors Thesis research. The student organization, **IRA MU Council**, membership made and donated artifacts/props for storytelling for every Preschool teacher. Further, **IRA MU Council** has a partnership with Red Bank Head Start and visits the 3-year and 4-year old classes twice a semester to donate and read new bilingual books to all the children in this Red Bank program. **Red Bank Head Start** helps to accommodate the overflow for preschool education in the Red Bank community. **Dr. Mary Lee Bass**, district liaison, is a member of the Early Childhood Task Force, Literacy Task Force, and liaison for "Great Start" - *The Infants Path to Success in School*.

**Dr. Carolyn Groff** supervises the early field placements of MU students in Red Bank Borough Public Schools.

School of Education Literacy Center in Red Bank

The Literacy Center at Monmouth University offers reading and writing assessment and instruction programs for students in kindergarten through grade 12. The program is designed to determine children's strengths and weaknesses in literacy, as well as to provide instruction in reading and writing strategies. The program is grounded in research and linked to national and state standards. This spring, Red Bank Borough Public Schools welcomed 2 sections of **EDL 564**, Assessment & Instruction in Literacy I. Certified teachers seeking graduate degrees in reading or special education conduct two hour tutoring sessions in an after school program in conjunction with the YMCA of Red Bank. The tutoring sessions are supervised by Professors in the Educational Leadership and Special Education department.

West Long Branch School Partnership

**Dr. Bass** is also the liaison for West Long Branch Public School district and supervises the required field experiences in **EDL 326**, Literacy in Educational Settings P-5, taught at the Betty McElmon school while the Frank Antonides Middle School is hosting **EDL 327**, Literacy in Educational Settings 5-12. The teacher candidates are observing and participating with students as well as conducting teacher interviews. Classroom teachers are granted Professional Development hours for their participation.