

MONMOUTH UNIVERSITY SCHOOL OF EDUCATION

THE EDUCATOR

2018

**Meeting the Needs of
Individuals with Autism**

**Rett Syndrome
Research**

**Paid Internships in
Teacher Education**

Empowerment, Commitment, and Equity

**MONMOUTH
UNIVERSITY**

SCHOOL of EDUCATION

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Message From The Dean

The Growing Importance of Education

Education continues to grow in importance worldwide. In an increasingly competitive global economy, human resources are a country's most valuable resource and education is the most important means for cultivating it.

But even greater than economics is the need for an educated citizenry who can thoughtfully debate and decide the critical issues of our day. A democracy is only as strong as the collective wisdom of its community.

Thomas Jefferson once wrote, "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and what will never be."

What motivates the School of Education is dedication to the people we serve – our students, our alumni, and our community. We believe the School of Education is relevant to the degree it contributes to our local, state, and national communities. So on these pages, we renew our commitment to broadening and deepening our work in education.

As you read, you will see how the faculty and staff of Monmouth's School of Education have devoted their energies to increase public awareness of Rett syndrome, to introduce paid professional internships for teacher candidates, to innovate new teaching strategies for students with autism, and to help eliminate racial and gender bias in schools, among many other initiatives.

We are proud of the work we have done and the contributions we have made to the community this past year. We are pleased to share and celebrate these accomplishments with you.

Sincerely,
John E. Henning
 Professor and Dean

MONMOUTH
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Meeting the Needs of Individuals with Autism

Two Special Education professors are on a mission to support teachers of students with autism. Together, Dr. Stacy Lauderdale-Littin and Professor Mary Haspel have developed the Autism Program Improvement Project (APIP), a project devoted to enhancing professional development for teachers of students with autism. APIP focuses on comprehensive program assessment, development of district-wide program improvement plans, individualized training plans for teachers, identification and training of in-district coaches, and consultation and collaboration with district administration. It also includes an active research agenda.

Lauderdale-Littin and Haspel were teachers of students with autism prior to entering higher education. They understand the need for parents, teachers, and school districts to work as a team to create environments with the necessary supports for individuals with autism to be successful.

In addition, Lauderdale-Littin and Haspel have created two new research studies to determine how administrators view the needs of students with autism and to examine how teachers with Board Certification in Behavior Analysis (BCBA) allocate their time during the school day. Findings from their work are currently being disseminated through conferences and publications at state, national, and international levels.

"Focusing on autism in terms of research and in terms of teacher training is extremely important because we have so many students who are being diagnosed with autism," said Lauderdale-Littin.

Their research findings have challenged Haspel and Lauderdale-Littin to look at professional development through a broader lens. From an initial aim limited to teacher professional development, the current focus has expanded to include pre-service teacher, administrator, and superintendent knowledge and training.

Their work has transformed the way Monmouth University's Department of Special Education thinks about pre-service teacher training, resulting in revisions to courses, projects, and field experiences for pre-service teachers. Haspel asserts their growing confidence in the results of their work, "When our teachers are coming out of our program, we know they are prepared to teach children with autism."



"We are looking at teachers who are serving children with autism, and we are looking at systems within the schools to see how we can improve and enhance them."

- Mary Haspel



"You're not only helping the student, but the families and the teachers and the other professionals who are working with them. That is why training in this area is essential for student success."

- Dr. Stacy Lauderdale-Littin

CRITICAL MISSION

Keith Green on the Autism MVP Foundation

When their son was only 2 years old, Keith Green and his wife Donna received the news of his diagnosis with autism spectrum disorder. Through the help of countless family members, friends, and professionals in the field; the Greens soon discovered the best ways to help their son reach his fullest potential. However, this wasn't enough for them.

In an effort to do more for their son and for the larger autism spectrum community, the Greens launched the Autism MVP Foundation in 2015. This foundation, a nonprofit organization composed entirely of volunteers, is dedicated to enhancing the lives of those affected by autism spectrum disorder. Its purpose is to provide (1) enhanced training to educators and paraprofessionals in school districts and (2) scholarships for undergraduate and graduate students pursuing degrees in autism education.

The Foundation holds yearly fundraisers such as Brewing Awareness for Autism and the Walk for Autism. Proceeds support Autism MVP Foundation programs including Monmouth's Autism Program Improvement Project (APIP) and the Autism MVP Foundation scholarship program.

Together, the Autism MVP Foundation and Monmouth's

Department of Special Education work to help students on the autism spectrum access the best quality education through preparing and funding high quality and experienced teacher candidates. Keith Green is elated at the progress the APIP program has made, especially thanks to his work with Dr. Stacy Lauderdale-Littin and Professor Mary Haspel, faculty leaders of APIP. To date, the Autism MVP Foundation has donated over \$40,000 to support APIP.

The Autism MVP foundation is also committed to providing "college scholarships to individuals who want to dedicate their careers to helping those on the autism spectrum," said Keith Green. "For matriculating undergraduate college students or those continuing their education for a Master's, Doctorate, or autism certificate program, we will provide financial assistance to help offset tuition costs." To date, the Autism MVP Foundation has pledged \$22,500 in scholarship monies to Monmouth University.

He explains that the differences made through APIP have "validated the reason I started the foundation. This program can and should be happening everywhere."

Keith and Donna Green are making a real and lasting difference in the lives of students with autism.

"The need for our mission is critical: providing enhanced training to educators, therapists and paraprofessionals, and encouraging more students to dedicate their careers to working with those who have autism."

- Keith Green, Founder and Volunteer Executive Director for the Autism MVP Foundation



OUTSTANDING
ACHIEVEMENT
IN TEACHING

Roberts Outstanding TEACHING AWARD

Ms. Cassandra Bunje

"Ms. Bunje is more than a teacher; she is a counselor, a confidant, a life coach, an advisor, and to many like myself, a second mother. Thanks to her guidance, I will not only be the first in my family to graduate college, but will be doing so with a 3.98 GPA and a job with the Division of Child Protection and Permanency."

Student Nominator, **Jessica Medina**

Mrs. Patricia Miller

"Mrs. Miller is the reason why I am a Biology and Secondary Education major. I was not interested in science before I had met her. In fact, I was not even interested in going to college. Though no one will ever be Mrs. Miller, I hope to inspire students one day just as Mrs. Miller inspired me."

Student Nominator, **Kelsey Connelly**

Mrs. Amanda Diercksen

"Right before Mrs. Diercksen handed back our midterm exams, she informed the class that she was going to read an example of an essay that was extremely well done and creative. She reads the essay, a satirical piece I had written from a persona of one of William Shakespeare's characters, from his Sonnet 130. What shocked me was she had given me a B+ for the writing portion of the midterm. I was obviously confused, as she had just used my writing as an example of the "good stuff," so I confronted her about it after class. She told me that it was an A+ for any other student in the class, but it was not the best work I could do."

"She showed me grammar mistakes, and parts of the poem that I missed out on analyzing, and by the end of her explanation I was on her side, it was a B+ essay for me. I think a lot of people can remember when they made a big decision in their lives, when something clicked and life started to make sense a little bit more, and my moment was right then. Mrs. Diercksen taught me that I was good at writing, good at studying English, but I wasn't close to my potential yet, and she made me want to be."

Student Nominator, **Douglas Bornhoeft**

Monmouth University
seniors recognize
superior teaching.



Passionate About Research



Dean's Award Winners Discuss their Scholarship

"Communication is not only key between a student and teacher, but also with a teacher and parent. I have realized that I need to be the best support system for my future students, because I may be the only support they will receive."

Jenna Ciancimino, co-winner of the *Dean's Award of Excellence in Clinical Research - Undergraduate Level*

"This research provides a better insight of how and why SLPs use apps within clinical practice, as well as provides a foundation for further research in terms of how we can improve upon the implementation of technology, specifically apps, in the field of speech-language pathology."

Courtney Mallon, *Dean's Award of Excellence in Completed Clinical Research – Speech-Language Pathology – Master's Level*

"I hope to help teachers and speech-language pathologists develop materials or lessons that will help students and clients become more effective communicators in collaborative situations."

Valerie Bechtold, winner of this year's *Dean's Award of Excellence in Proposed Research for Speech Language Pathology*

"Change will not happen overnight; however, by conducting clinical research I hope to spark the conversation of how crucial parental involvement is in a child's education."

Christina Barlik, co-winner of the *Dean's Award of Excellence in Clinical Research - Undergraduate Level*

"No matter what it takes we must do everything we can to educate every student, every day!"

Vincent Sasso, principal of Old Bridge High School and winner of *Dean's Award of Excellence in Research—Doctoral Level*

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Rett Syndrome Research



Two School of Education faculty are changing lives by promoting an awareness of Rett syndrome (RTT). Dr. Patricia Remshifski and Dr. Theresa Bartolotta are finding new ways to educate the public about RTT, a rare neurodevelopmental disorder that primarily affects girls. Symptoms begin to appear at about 6 to 18 months of age after a period of apparently typical early development. Regression follows; causing loss of speech, motor control, and functional hand use.

Remshifski and Bartolotta have founded The Program for Research and Support for Rett syndrome to accomplish three important purposes: 1) to serve as an information hub to disseminate information about RTT, 2) to provide support with educational and treatment programs, and 3) to implement community-based research opportunities and service-learning.

Steven Kaminsky, PhD, Chief Science Officer of the International Rett Syndrome Foundation, said, "It is the best thing for the community to have

multidisciplinary therapy, clinics, physical therapy, and speech pathology all at one location to address all of the issues of development. That can really make a difference."

To accomplish the first of the program's goals, Remshifski and Bartolotta initiated the annual Rett Syndrome Symposium, which is co-sponsored by the Speech-Language Pathology Department and the New Jersey Rett Syndrome Association.

"The [symposium] brought together parents and professionals in the field and offered strategies to guide those who are helping someone with Rett syndrome. There are approximately 200 families in New Jersey who are affected in some way by the disease," said Remshifski, Chair of the Department of Speech-Language Pathology and Coordinator of the Program for Research and Support for Rett Syndrome.

"My goal is to encourage the students and educate them on Rett syndrome so that they can go out into the world and educate others."

- Theresa Bartolotta



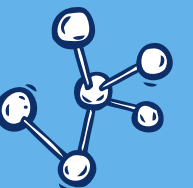
"We were very lucky to have some premiere speakers from outside Monmouth University as well as some amazing University speakers present at the conference," said Bartolotta, whose daughter has RTT.

The recognition received by the Program for Research and Support for Rett syndrome has enabled it to expand its educational opportunities. For instance, last summer, it was chosen by rettsyndrome.org as one of three sites in the US to host Olga Timutsa, President of the Rett Syndrome Association of Russia. Dr. Timutsa is a Professor at Kazan Innovative University and mother of a young woman with Rett Syndrome. The purpose of the trip, which was funded by the Eurasia Foundation, was to learn about services



for individuals with disabilities in the US. Timutsa spoke to students, faculty, and community members on August 16 and 17.

After her daughter was born with the disease, Bartolotta was able to see the lack of research and guidelines surrounding the condition, motivating her to continue her research. Bartolotta and Remshifski now work as a research team to create a better future for the families of those with Rett syndrome. They have received grant funding from rettsyndrome.org to support three research projects designed to improve the communication skills of girls with RTT. Their grant is entitled "Eyetracking in Rett Syndrome: A Preliminary Investigation of Receptive and Expressive Vocabulary."



Summer Inspiration

Underlying the Write On Sports summer camp is a belief that a love of sports can lead to a love of writing. The two-week camp, which is a literacy and journalism program designed for middle school students, teaches them how to write sports journalism and how to conduct interviews.

The camp is directed by Dr. Alex Romagnoli, an Assistant Professor in the Department of Curriculum and Instruction. The participants interview athletes, take part in press conferences, write articles, and create a video. At the end of the program, a magazine is printed which includes all the articles the students have written during the course of the program. The final day of the camp includes a family day where the campers share their videos and stories with their families.

One of the campers said, "It was an exceptional experience for the campers and me. I learned how to edit film and pose questions to people I am interviewing."

Romagnoli also extolled the benefits of the program, "Aside from the literacy skills that the campers walk away with from the Write On Sports camp, they also have a unique university experience. In addition to interviewing prominent people in the Monmouth University athletics department, campers spend two weeks on campus."

"This is incredible for the students," said Paul Corliss, Life Trustee at Monmouth University and primary benefactor of the program. "The student participants come from a wide variety of backgrounds. They develop so much

confidence and the children advance each day. By the end of the two weeks their confidence has grown and you can visually see the difference. I am a tremendous believer in what this program can do."

Romagnoli teaches an English Education course in conjunction with the camp. The students in his Content Literacy course work with the middle schoolers in small groups and are able to have real-life experiences. "The students get to practice their skills with real-life populations while also making a difference in the community," said Romagnoli. Two teachers from West Long Branch Public Schools, Angel Somers and Meghan Vaccarelli, were instructors for the program. Twenty-five students participated.

Corliss attended the Write On Sports Gala about 5 years ago and was inspired by the program. While at the event, he heard a story about a student who attended a Write On Sports camp when he was a child and who later went on to earn a full scholarship to Princeton University. Corliss states, "I encourage all young people to take advantage of this program and I think it will be at Monmouth for a long time."

Speakers for the program included Football Coach Kevin Callahan, Women's Soccer Coach Krissy Turner, Men and Women's Swimming Coach Matt Nunnally, national award-winning journalist Jack Ford, and Monmouth University Athletic Director Marilyn McNeil.



Addressing Unconscious Bias

We, as faculty educators, need to look at our own biases and by doing so, we can truly become valuable to our students on the topic of social justice education. It is imperative that we do our own work before we can assist others in their work. For example, think about the safety message that is provided to you each time you travel on a commercial airline. "Please put your mask on first before assisting others." This concept directly correlates to how we present social justice education within college classrooms to our students. All too often, we put the students' masks on first and disregard the need for our mask altogether.

In that regards, the faculty, staff, and administration in the School of Education at Monmouth University are committed to critically examine their own values and beliefs about social justice work. In doing so, they can better model how to effectively teach others about social justice. The self-understanding that each member of the School of Education will gain through this process assists the entire School of Education as it strives to become a leader within the university and the surrounding community on this topic.

As the School of Education continues to coach its own educators, it will continue to expand the trajectory of initiatives that relate to social justice. This year, we will take on a general theme, **Unconscious Bias: Impact on Equity in Schools**, and attempt to infuse this theme throughout the education we provide in our classrooms and through our various initiatives.

**Dr. Tina Paone, Professor,
Educational Counseling and Leadership**



Monmouth Future Scholars Kick-off Event

Monmouth Future Scholars, an academic mentoring program geared toward increasing the graduation rate of first generation high school students, provides counseling and support services to students at Long Branch Public School District through Monmouth's Graduate Educational Counseling Program. It is led by faculty advisors Dr. Alyson Pompeo-Fagnoli and Cindy O'Connell.

Reaching Toward the Future: Working with Asbury Park's Dream Academy

Dr. Antonio Estudillo's Educational Psychology class and Asbury Park High School's Dream Academy work together to form Project SEAL (Securing Educational Partnerships and Alliances), a partnership engaged in a variety of cooperative learning and immersive activities ranging from breakout sessions on college transitioning to goal setting, mentoring, and problem-based learning.

Buddy and Me

Celine Powell complained when she realized she spent \$100 on a textbook and that she would have to go outside of the classroom for extra work. Celine was one of 78 students who were anxious about the prospect of going to an elementary school in Long Branch to become literacy mentors. However, by the end of her educational psychology course with Dr. Ruth Morris, Powell stated, "Reading from the textbook would have been a traditional way of learning for the class. However, being in the environment was like acting out the textbook in real life. This made it better for me!"

Powell was part of the *Buddy and Me* service-learning partnership with Amerigo A. Anastasia Elementary School in Long Branch School District. The program provided literacy and math support five days each week for ten weeks through the semester during the morning breakfast and afternoon lunch shifts. Since the program began, the average reading scores for the children have increased by 97%.

Gabriella Arabio, who created a template for a parent newsletter in English and Spanish, summed up her experience this way:

"This experience allowed me to gain valuable time inside the classroom and ensure this is the profession I want to be in for the rest of my life. I am beyond thankful for the opportunities, skills, and knowledge my service-learning project has provided."

YEAR IN REVIEW

2017

2018



Teacher Residency Program

Paid internships are offered to teacher candidates through the Teacher Residency Program.



Literacy Camp

Monmouth University teacher candidates, under the supervision of Professor Adrienne Hansen, work with elementary school students to create fun projects that will reinforce and improve each child's literacy skills.



Academic Welcome

We proudly welcome our freshmen and transfer education students at the Academic Welcome event - the future of education is in good hands!



Clinical Practice Orientation

School of Education candidates prepare for their student teaching placements during the spring Clinical Practice Orientation.



Teacher Residency Dinner

Monmouth faculty, representatives from partnering districts, interested school officials, and student teachers gather to discuss the School of Education's new Teacher Residency Program and its benefits for all members involved.



NJFEA Conference

New Jersey high school students aspiring to become tomorrow's teachers visit Monmouth's campus, attend workshops, and hear from education professionals speaking about school-related topics at the New Jersey Future Educators Association Conference.



Literacy Symposium

Dr. Katherine Dougherty Stahl, Director of the New York University Literacy Clinic and Clinical Professor of Reading, engages with students at the School of Education's Fall Literacy Symposium.



NJEA Conference

Professors Dr. Harvey Allen and Dr. Alex Romagnoli discuss the top issues on education at the New Jersey Education Association Conference in Atlantic City.



Reading Clinic

Students in Professor Adrienne Hansen's reading clinic work with young readers on increasing their comprehension, vocabulary, and other vital literacy skills.



AERA Conference

Professors Dr. Cathy Wong and Dr. Jiwon Kim present their recent work at the American Educational Research Association (AERA) Conference.



Commencement

School of Education undergraduate and MAT candidates complete their Student Teaching and graduate from Monmouth University!



AACTE Washington Week

Dean John Henning and graduate student Susan Schuld travel to Washington, D.C., to discuss Monmouth's innovations in teacher education with the offices of Senator Cory Booker and Congressmen Frank Pallone and Chris Smith.

Paid Internships in Teacher Preparation

Graduates from the Teacher Residency Program are exponentially 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.

*- Susan Schuld,
Teacher Resident '18*



“If you feel strongly that something is your calling – go for it” - Kelly Catanzaro, Class of 2019

The Teacher Residency Program is an innovative, clinical internship experience designed to compensate teacher candidates for their work in schools. Launched in September 2017 with about 40 participants, it has already had a positive impact on students in teacher preparation.

“Dean Henning was passing out pamphlets about the program and the first thing that caught my eye was being paid for the work I am already doing. I knew that any opportunity to continue to get my name in the school systems we partner with was something that I did not want to pass up,” said Gina Geletei, senior Elementary and English student with an endorsement in Early Childhood Education. She is placed in Eatontown, NJ, at Meadowbrook Elementary School.

Geletei hopes to gain a connection with teachers, administrators, and faculty that work at the school and in her partnering district. She also hopes to have a better understanding of what goes on in the life of a teacher besides simply teaching.

Dr. John Henning, Dean of the School of Education, explains, “The Teacher Residency Program prepares students for life after Monmouth. It helps them build careers and futures for

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, and self-reflective videotaping and collaborative engagement among all participants of the program.

themselves in education and allows them to discover who they are as teachers.”

Kelly Catanzaro, a junior English and Elementary Education student with an endorsement in Special Education, is one of the first members of the program. She recounts hearing about the program through word of mouth and then going to Dean Henning’s office to ask him about it.

“I knew that the program was still new and would be evolving each day, but I felt that joining would be an amazing and rewarding experience for me—and I was right,” she said. “Even being a junior and only 20 years old, you learn a lot about yourself when you are in charge of a classroom filled with a bunch of ambitious third graders. I wanted to teach and grow within an environment that will soon be my career setting.”

Christine Grabowski, who teaches third and fourth graders at Middle Road Elementary, says that she has no doubt the program will make the candidates better teachers. “The year-long student teaching is wonderful,” she said. “But this just really moves it up a notch, and it gives them even more.”

Dean Henning expressed the importance of learning in increments and how important it is to learn through experience. “The vision is to give students the opportunity to be able to graduate with two to three full years of experience in the classroom. You have to learn in increments, you cannot do it all at once, and the Teacher Residency Program creates an environment where Monmouth students are able to gain real world experience.”

“Everyone must come to teaching through their individual personality. The more you interact with children, the more you discover who you are as a teacher,” Henning concluded.

Middletown Township Superintendent Dr. William George commented enthusiastically about one of the teacher residency candidates: “She is far beyond a beginning teacher, and she doesn’t graduate until May. All 12 elementary principals in my district already know her name. They already know she’s been working with [master teachers] for two years.” George said that his district has been working on these immersion techniques for some time and that all the teachers that have gone through the program in his district have been hired.

George added, “It’s just because Monmouth University is ahead of every other college and university in teacher education.”

Monmouth University representatives, including students, faculty, and partnering school district officials, have been disseminating information on the School of Education’s recent innovations in teacher preparation around the country, including national conferences sponsored by the American Association of Colleges for Teacher Education (AACTE) and the National Association of Professional Development Schools (NAPDS). A publication about the Teacher Residency program also appeared in the 2017 *School-University Partnerships* journal.



Walter (Dave) Greason, Ph.D.

“A really extraordinary responsibility”

According to Dr. Dave Greason, new department chair for the Educational Counseling and Leadership Department, “It’s the success of all of the faculty and students together that is the primary benchmark for what makes a good department chair.”

Greason comes to the School of Education after serving as the Dean of the Honors School and an instructor in the School of Humanities and Social Sciences. As Honors School dean, Greason was often seen in the library helping students work on their honors theses. As a faculty member, his focus has been on the way economic systems change and the subsequent impact on school systems, neighborhoods, and policy.

In the classroom, one of Greason’s biggest passions is working with students on social justice issues. He states “Most people underestimate the level of violence that consumes the lives of millions of Americans. From the separation of parents and children at the border through statewide disenfranchisement campaigns to steal elections, the American people have not faced as deep a crisis of democracy since 1929.”

In response to this crisis, Greason emphasizes the student-professor relationship in the classroom in order to tackle difficult subjects and work toward a better future. “The best educators are able to inspire students to create new knowledge in alignment with national and international standards both within and across disciplinary boundaries,” he says. To address these standards, Greason has published several textbooks focusing on collaborative research, including *Planning Future Cities* (2017), *The American Economy* (2015), and *Suburban Erasure* (2012).

“The chance to do educational work in the state at this time is really exciting. At the end of the day, it’s the graduate students who do new research and who are going to shape the future of education in New Jersey, in the United States, and even globally. That’s a really extraordinary responsibility.”

For years, Dr. Greason has worked tirelessly to replace the lecture-based curriculum by encouraging students “to engage in experiential simulations and unique research projects as part of regular class meetings.” In his new role, he aims to expand the Master’s and Doctoral degree programs, where he sees a great opportunity for potential growth in both the department and the lives of teacher candidates.



Ruth K. Morris, Ed.D.

“Our success starts in Long Branch”

Community involvement and engagement are core beliefs of Dr. Ruth K. Morris, the newly appointed Chair of the Department of Curriculum and Instruction. Dr. Morris began teaching preschool in 1983 and has since taught in elementary, private, public, and Head Start school settings in Missouri, Pennsylvania, and New Jersey. She also spent time at Brookdale Community College and Ocean County College as an adjunct instructor teaching developmental English.

Currently, Morris teaches P-3 courses in curriculum and instruction. Her passion for service-learning education, work with the Monmouth County Literacy Volunteers, and experience in P-3 environments shapes her teaching. In all classroom environments, Morris values her students’ funds of knowledge, emphasizes foundational skills, and insists on “not minimizing the knowledge that children gain from being with their families.”

In her new role, Dr. Morris is excited to collaborate with her School of Education colleagues. She sees this appointment as an “opportunity to serve” and “another chance to learn.” According to Dr. Morris, her leadership role centers around a mission to listen and learn from her fellow faculty members and “to guide our department to fulfill the goals we’ve set in our strategic plan, such as serving our pre-service teachers, increasing professionalism and research, and working inside and outside the classroom and neighboring communities.”

Morris has a profound respect and admiration for all the valuable faculty members in the School of Education, but especially mentioned the dedication of Dr. Letitia Graybill, who recently passed away after many years of valuable service to the Department of Curriculum and Instruction. Morris says it is a reminder to us all to “enjoy what you are doing,” words of advice she received from recently retired chair of the Educational Counseling and Leadership Department, Dr. Harvey Allen. She has clearly taken his advice to heart.

In her classes, Morris encourages a love for community involvement, and she insists that “our success starts in Long Branch,” where she and the School of Education prepare the next generation of teachers to utilize their students’ family and cultural capital, engage with the surrounding community, and master the ability to teach foundational skills their students need to become successful citizens.

FACULTY SCHOLARSHIP

Christine Borlan

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Bernard F. Bragen, Jr.

Cram, H., **Bragen, B. F.**, & Smith, W. (2018). Moving beyond state and federal accountability to real school improvement. *Educational Viewpoints, Spring 2018*, 46-48.

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Mary Brennan

Lauderdale-Littin, S., & **Brennan, M.** (2017). Evidence-based practices in the public school: The role of preservice teacher training. *International Electronic Journal of Elementary Education, 10*, 369-375.

Corina Earle

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Antonio Estudillo

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Linda Foster

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Wendy Harriott

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Leading in Challenging Times

At the School of Education's inaugural Leadership Conference, "Leading in Challenging Times," retired Brigadier General John DiNapoli characterized a leader as someone who inspires, cares, and embodies the seven values of a leader: Loyalty, Dedication, Respect, Selfless Service, Honesty, Integrity, and Personal Responsibility.

DiNapoli addressed the many valuable principles he has developed over the course of his dynamic career, including over 35 years of leadership experience in both the US Army and corporate sectors. In addition, 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 led a session on school safety.

The Leadership Conference was the culmination of numerous efforts to increase the leadership profile at Monmouth University, such as the addition of the Business Administrators Academy and the doctoral program in Educational Leadership, now in its second year. Both programs were developed with Monmouth's local P-12 educational partners in response to an expressed need for the development of superlative district-level school leaders.

"We continue to enhance our programs to become the premier school leadership option for all aspiring school administrators in New Jersey."

- Bernard F. Bragen, Jr.

Dr. Bernard Bragen, Jr, Educational Leadership Program Director and conference organizer, comments "These programs have been excellent additions to our existing academies for current and aspiring school leaders, including the Principals' and Superintendents' Academies. Our collaborative work with school partners, such as the doctoral students' transformative leadership project (TLP), continues to distinguish our program."

"If you want commitment, you better have 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. And I'll tell you in the military – that could be the difference between life and death."

- Brigadier General John DiNapoli



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