

Innovation (Year)	Description and Process	Stakeholder Input and Use
Yearlong Clinical Practice	The expansion from a semester to a full year of student teaching was. During the first semester, teacher candidates engage for at least 10 hours per week in their field placement while they finish their classes. During the second semester, teacher candidates remain in the same placement while completing their full time student teaching. In the Fall of 2015, 22 students were invited to be part of a yearlong pilot program and 19 accepted. They received no extra credits, and no reduced course load; they simply were willing to do the extra work to receive the additional benefit. In the Fall of 2016 approximately 50 students have volunteered for our expanded pilot program based on the positive reports from the first year participants. Starting Fall of 2017, all Monmouth University students were required to complete a full year of clinical practice.	Partnership school districts and our Professional Development Schools were pioneers and key supporters in the implementation of yearlong clinical practice.....
Teacher Residency Program	The program provides teacher candidates with opportunities to work in schools year round, including semester breaks, the months of May and June, and in extended year programs during the summer. The program is intended to replace part time work outside of education with work in P-12 school classrooms that better prepares teacher candidates for their teaching careers. Candidates are paid by districts as substitutes and paraprofessionals.	The program was developed with partnership school district Superintendents, Supervising teachers and other district staff in collaboration with SoE Dean. The pilot program was then shared with multiple constituencies to gain input and feedback for implementation. Constituencies included: Deans Educational Leadership Council, Deans UG and Graduate Advisory Boards, Faculty, Deans Advisory Council, Partnership Advisory Council, AAC,
Substitute Teaching Academy	The EPP offers a series of substitute teaching workshops for candidates participating in the Teacher Residency Program. The workshops focus on topics to help support candidates with classroom management and other topics pertinent to successful substitute teaching.	The workshops are taught by P-12 partnership administrators, teachers and EPP staff.
Doctorate in Educational Leadership (not reviewed in this self-study)	The Doctor of Education (Ed.D.) in Educational Leadership program at Monmouth University provides a rigorous experience in leading transformational change in schools. This preparation occurs through an intensive two-year program, consisting of 54 credits after the master’s degree. The curriculum is designed around a transformational leadership project that involves designing, piloting, and implementing an initiative that will have a transformational impact on student learning, faculty development, and leadership at the school district level. This unique approach makes it a signature program at Monmouth University.	The EdD program creation and development epitomizes the power of school partnerships and stakeholder input. The program was the result of numerous requests by area K-12 administrators to provide an advanced program in educational leadership. The SoE worked in partnership with PK-12 administrators on an EdD advisory council. K-12 administrators serve as Fellows who teach classes alongside EPP faculty. All steps of program development and implementation have been shared with all internal, external and mixed SoE Constituencies for program input and improvement.

<p>Autism Program Improvement Project</p>	<p>The Autism Program Improvement Project (APIP) is a university-based project focusing on enhancing training for teachers of students with autism in public school programs. Core features of this project include:</p> <ul style="list-style-type: none"> • Comprehensive program assessment • Development of district-wide program improvement plans • Individualized training plans for teachers • Identification and training of an in-district coach • Consultation and collaboration with district administration • Embedment of sustainable professional development model in district <p>Research</p> <p>APIP utilizes several types of evaluation and data sources to examine:</p> <ul style="list-style-type: none"> • Effective training mechanisms for in-service teachers • Common areas of improvement for district autism programs • Pre-service training needs for teacher education programs 	<p>The APIP receives funds from the Autism MVP foundation. The executive director of the foundation is on the Dean’s Advisory Council. Training is provided on P-12 partnership campuses.</p>
<p>edTHENA</p>	<p>To improve their ability to impact student learning, teacher candidates participated in a pilot in which they were asked to complete four different performances or tasks. The four tasks are teaching an individual or small group, leading a discussion, eliciting student thinking, and preparing a video. Mentor teachers provided opportunities for the teacher candidate to practice the four tasks and provided continuing feedback and encouragement to the teacher candidate. When candidates attain a sufficient level of performance, they develop videos of their performances and submit them to their methods instructor. The methods instructors view the video and provide feedback to the teacher candidate, but even more importantly they observe the video as feedback to inform their instructional strategies for teaching methods.</p>	<p>Mentor teachers (P-12 based clinical educators) provide opportunities for teacher candidates to practice tasks while providing feedback and encouragement.</p>
<p>Developmental curriculum</p>	<p>The developmental curriculum is based on the InTASC standards and provides a developmental continuum in each InTASC standard in which teacher candidates should master. The teacher candidates use the Developmental Curriculum and the Performance Rubrics to self-assess their performance.</p>	<p>School based clinical educators ensure candidates are afforded the opportunity to practice tasks from the curriculum. They also provide feedback to assist in teacher candidate development.</p>
<p>Mentor Academy</p>	<p>Monmouth University’s innovative Mentor Academy provides strategies for mentoring teacher candidates during the yearlong clinical experience. A special emphasis is placed on engaging teacher candidates to increase P-12 student</p>	<p>Instructors for the mentor academy are P-12 partnership Principals, Teachers, and</p>

	<p>learning. Participants also learn strategies for facilitating teacher candidate development through co-teaching, providing feedback, and fostering reflection. Over the course of four workshops, instructors address the following learning goals:</p> <ul style="list-style-type: none"> • To increase P-12 student learning through co-teaching with teacher candidates • To manage teacher candidate development through classroom engagement • To use performance assessments to provide effective feedback • To improve performance and increased reflection among teacher candidates • To design experiences for increased student learning and teacher candidate development 	<p>Supervisors who work alongside EPP administration.</p>
<p>Central Jersey Consortium for Excellence and Equity (CJCEE)</p>	<p>An evolving collaboration of administrators, teachers, support staff, parents, and elementary and secondary students that are collectively committed to learning and working together to enhance the achievement and well-being of all students, as well as increasing the academic performance, engagement, and future success of traditionally underachieving students. CJCEE focuses on inter-district collaboration and shared learning for continuous improvement in eliminating the disparities in achievement and school engagement among students. The program runs 7 workshops per year and 1 student (middle/high school) conference all on areas of social justice and equity in the K-12 schools.</p>	<p>P-12 administrators serve on the steering committee that helped shape the CJCEE. {Partnering districts send representatives to each of the workshops and then middle & high school students to the student conference each year.</p>
<p>edTPA Writing Days</p>	<p>Four writing days are mandatory to provide structured time for candidates to complete their edTPA. Each topic covers the three tasks, with the last session giving the opportunity for candidates to upload their portfolios. The EPP provides quick lessons within the parameters of assistance outlined by SCALE. The EPP’s instructional technology department is also present at every writing day workshop to help with compressing videos, uploading videos and other materials, and to answer questions.</p>	<p>The edTPA writing days were implemented based on candidate feedback from former semesters.</p>