

Monmouth University Partnership

NAPDS AWARD COVER SHEET

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**Monmouth University Partnership****PDS National Conference Presentations Since 2010**

- Henning, J.E., Duffy, G., Aldarelli, E., Kuras, A., Zales, L.T., & Lemoine, S. (March, 2016). Designing and implementing a mentoring program for PDS teachers. Paper presented at the Professional Development Schools National Conference. Washington, D.C.
- Henning, J.E. Aldarelli, E., & Kuras, A. (March, 2016). Designing and implementing clinically-based teacher education. Paper presented at the Professional Development Schools National Conference. Washington, D.C.
- Henning, J.E., Duffy, G., Zales, L.T., & Lemoine, S. (March, 2016). Using formative performance-based assessments during yearlong teaching experiences. Paper presented at the Professional Development Schools National Conference. Washington, D.C.
- Henning, J.E., Kiefer Kennedy, M. Lemanski, L., Camara, K., Shull, H., & Holdcroft, K. (March, 2014). Building a PDS network in rural Appalachia: Connecting community schools and universities to prepare future educators. Paper presented at the Professional Development Schools National Conference. Las Vegas, NV.
- Henning, J.E., Kiefer Kennedy, M. Lemanski, L., Camara, K., & Rittenberg, R. (March, 2014). The senior and master's clinical experiences: Reinvigorating the traditional classroom in a PDS partnership network. Paper presented at the Professional Development Schools National Conference. Las Vegas, NV.
- Henning, J.E., Lemanski, L., Camara, K., Novelii, A., McQueen, M., & Lieburn, J. (March, 2014). Teacher candidate perspectives on the clinical model in a PDS network. Paper presented at the Professional Development Schools National Conference. Las Vegas, NV.
- Romeo, L., Bragen, B., Zimmer, L., Grabowski, C., Schwarz, H. (March, 2013). Pen pals engage in shared writing using iPads at the middle road professional development school. Paper presented at the National Professional Development Conference, New Orleans, LA.
- Romeo, L., Allen, H., George, W., Takacs, J., Zimmer, L., & Grabowski, C. (March, 2011) Engaging all constituents in year two goals of our PDS. Panel discussion at the National Association of Professional Development Schools National Conference. New Orleans, LA.
- Corriero, J., Romeo, L., Allen, H., Corriero, K., Bragen, B., Takacs, J., & Zimmer, L. (March, 2010). Beyond Transition – Year 1: Challenges and Success in our First Professional Development School. Panel discussion at the National Association of Professional Development Schools National Conference. Orlando, FL.

Zimmer, L., Tackas, J., Romeo, L., George, W., Corriero, K., Corriero, J., & Allen, H. (March, 2009). Transforming a university/school partnership into a professional development school model. Presentation at the Professional Development Schools National Conference, Daytona Beach, Florida.

*New Jersey PDS presentations*

Schwarz, H., Scarfi, J. Quaglia, C. Andel, C. & Miceli, B., (June, 2016) Designing and implementing the year long student teaching experience in a professional Development school. Presented at New Jersey Professional Development School Conference, Patterson NJ.

Romagnoli, A., Arnold, L., Henning, J.E., & Andrews, S. (June, 2016). Practice-based education: Linking methods courses with clinical experiences in a professional development school. Presented at New Jersey Professional Development School Conference, Patterson NJ.

Henning, J.E., Duffy, G., & Wildman, K. (2016). Designing teacher preparation to increase student learning in a professional development school. Presented at New Jersey Professional Development School Conference, Patterson NJ. (June, 2016).

*AACTE Presentations*

Henning, J.E. Gut, D., Beam, P., Harriott, W., & Groff, C. (February, 2016). Designing and implementing a mentoring program for clinically based teacher education. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. Las Vega, NV.

*CAEP Presentations*

Henning, J.E., Mills, L. Ryan, C., & Anton, V. (April, 2015). Designing performance-based assessments for early clinical experiences. Paper presented at the Council for the Accreditation of Educational Professionals Spring Conference. Denver, CO.

Henning, J.E., Burns, J., Lester, A., Basu Mann, S., and Walters-Parker, K. (September, 2014). The work of the CAEP alliance: Designing and implementing a clinical model of teacher education. Paper presented at the Fall Council for the Accreditation of Educational Professionals Conference. Washington, D.C.

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### **Monmouth University Professional Development School Narrative**

**A concise, well-sequenced narrative of no more than 20 double-spaced pages (12 pt. font) which addresses the PDS essentials by providing:**

**1. an explanation of how the PDS mission is broader in its outreach and scope than the mission of any partner and furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community, and how student learning is impacted by the PDS (essential 1);**

The Monmouth University Partnership is located in Monmouth County in central New Jersey near the Atlantic shore. It consists of Monmouth University and six partnership school districts: Freehold Township Schools, Hazlet School District, Long Branch District, Manalapan-Englishtown Regional School District, Middletown School District, and Ocean School District. Monmouth University has approximately 400 undergraduate students and 60 graduate students in the teacher preparation program. The approximate size of each of the partnership schools is:

Freehold Township 8 schools, 4,256 students, and 341 classroom teachers;

Hazlet – 8 schools, 3,220 students, and 264 classroom teachers;

Long Branch – 5 schools, 3,936 students and 339 classroom teachers

Manalapan-Englishtown – 8 schools; 5,161 students; and 395 classroom teachers

Middleton -17 schools, 10,110 students, and 706 classroom teachers

Ocean – 9 schools; 5,396 students and 506 classroom teachers

The primary goal of this partnership is to prepare and educate motivated, engaged students, K-12 children, pre-service and in-service teachers, counselors, and leaders. The Monmouth University Partnership is committed to ensuring that each and every K-12 child and university student in the partnership progresses toward achieving his/her maximum academic growth and potential. Accordingly, the Monmouth University Partnership provides ongoing quality field, student teaching, practicum, and internship placements for Monmouth University

students, ongoing professional development for Monmouth University Partnership teachers and opportunities for Monmouth University faculty and school partner districts. The four objectives of the partnership are to: 1) increase P-12 student learning, 2) provide great teacher preparation, 3) provide professional development for teachers, and 4) to innovate new practice in teacher education.

Declaring a common goal of increasing P-12 student learning has brought the Monmouth University Partnership together in common cause. Each new and current initiative is evaluated based on its capacity for increasing P-12 student learning. The result has been greater buy-in for the partnership, increased collaboration, and a shared responsibility among partners for P-12 student learning and teacher preparation. New partnership initiatives that have facilitated student learning are longer clinical experiences, the implementation of co-teaching, and the assessment of teacher candidate impact on student learning.

The second objective of the partnership is to provide outstanding teacher preparation. Two major initiatives have characterized the partnerships efforts to reach this goal. The first is to clearly articulate the expectations for teacher candidate development in the field from the beginning to the end of the program. To put such a curriculum in place requires identifying the target practices that teacher candidates are to learn, charting a clear map for accomplishing those practices, and identifying specific instructional strategies for fostering teacher candidates' development in clinical settings. The second has been to provide teacher candidates with more feedback on their teaching performance. This has been accomplished with the use of video recording, student surveys, and performance rubrics.

The third objective is to provide substantial support to provide professional development to mentor teachers and clinical educators so they can successfully carry out their new role.

Professional development for teachers has been provided for teachers through the Academies, the Literacy Symposium, the AP and English AP seminars, and individual school initiatives. Support for clinical educators has been provided through professional development sessions on the edTPA, yearlong clinical experience, and performance assessments.

The fourth objective has been to innovate new practice in teacher education. As a result the partnership has been actively engaged in the innovation of new practices. These have included piloting and implementing the yearlong experience, the Developmental Curriculum, performance-based assessments, video recording, and 3-12 student surveys of teacher candidate performance. Through our partnership, teachers and university faculty are working together to address longstanding issues in P-12 schools and teacher preparation programs. We see today's challenges as tomorrow's innovation.

**2b. a brief description of the formal and, if appropriate, any informal roles played by both college/university and P-12 faculty across institutional settings (essential 8);**

The Monmouth University Partnership is organized around four primary groups: The Dean's Advisory Council, the Partnership Advisory Council, the Professional Development School Committee, and the Academy Steering Committees. Each of these groups is described below. See Appendix C for a list of current members.

*Dean's Advisory Committee*

The Dean's Advisory committee consists of educators, community members, and the dean. This committee serves in an advisory capacity on matters related to the strategic vision and planning of the School of Education. It also reviews and initiates projects across the School of Education to meet the four objectives discussed earlier: 1) increased student learning, 2) better teacher preparation, 3) better professional development for mentor teachers, and 4) innovation in teacher preparation.



*Partnership Advisory Committee*

The Partnership Advisory Council serves as an overall governing body for the Monmouth University Partnership. It consists of P-12 school administrators, university administrators, and faculty members. The Partnership Advisory Council provides recommendations regarding the mission, the long term goals, and the more immediate strategic objectives of the partnership.

*Professional Development School (PDS) Committee*

The PDS Committee consists of school liaisons, Monmouth University liaisons, teachers, university and clinical faculty. The role of this committee is to facilitate communication, develop implementation strategies, and to organize and carry out partnership initiatives. School liaisons are P-12 teachers or administrators who serve as contact people for the schools. Their role is to work with the university on clinical placements, teaching assignments, special initiatives, and other matters related to the partnership. Monmouth University liaisons are university faculty or staff who serve as contact people for the university. Their role is to work with schools on clinical placements, teaching assignments, special initiatives, and other matters related to the partnership.

*Academy Steering Committees*

The Academy Steering Committees plan the professional development sessions to be carried out by each of the four Academies: the Superintendents' Academy, the Principal's Academy, the Special Service Academy, and the Central Jersey Consortium for Equity and Excellence. Each of these is described more fully in Section 6 of the application.

**3. an explanation of how the organizational structure of the relationship encourages collaboration, reflection, and regular communication among participants (essentials 6 & 7);**

The different tiers of the partnership organization allow for rapid communication among partners from planning and organization to implementation. The Dean's Advisory Committee meets 3 times per year to review the direction of the School of Education, discuss special initiatives, and make recommendations to the Partnership Advisory Committee. The Partnership Advisory meets twice per year to set annual goals and objectives, review past work, and to develop new initiatives. The Professional Development School Committee meets at the beginning of each semester to discuss placements, procedural changes, and the implementation of new strategies.

Collaboration, reflection, and regular communication occur through other venues as well. For example a number of Monmouth University classes are conducted onsite in schools, thus facilitating the collaborative work of professors and teachers. The partnership also hosts several events per year. These include the orientations for cooperating teacher orientations, clinical internship orientation, and the supervisor training. An especially valuable event in the past year was the Yearlong Experience Dinner. This partnership dinner provided a venue for partners to learn more about the yearlong clinical experience by listening to colleagues share their experience. It provided a wonderful vehicle for collaboration, reflection, and communication.

One of the most notable partnership events each year is the auction to benefit the Dr. Susan Young Memorial Scholarship Fund. The proceeds from each auction benefit the Dr. Susan Young Memorial Scholarship Fund. This fund provides scholarships to Undergraduate Monmouth University Education majors. The scholarship is dedicated to the memory of Susan Young, a professor in the School of Education who was a student and community advocate.

**4. a description of how resources are dedicated and shared across school/university and P-12 settings and how participants are formally rewarded and recognized for their contributions to the relationship (essential 9);**

Several types of resources are dedicated to and shared across the partnership, including the expertise of the participants, stipends, and course releases. Of those, the most primary is the expertise of the participants. Teachers share their expertise by mentoring teacher candidates and sharing their instructional strategies, and professors share their expertise through supervision and professional development opportunities. For example, Dr. McArthur provided support for co-teaching during spring 2016 by observing co-teaching pairs and providing support and resources for the teaching pairs. As part of the professional development, she provided research articles, discussion boards, and forms for practical use in the inclusive co-taught classroom. One of the goals is to develop a model of university-supported co-teaching. In future semesters, additional student teachers can become involved in the project.

Monetary resources are also dedicated to the partnership in the form of tuition discounts, stipends, and course releases. For example, the partnership supports the professional development of teachers by providing a 25% discount on graduate coursework for partnership schools. In addition, teachers who attend the Mentoring Academy receive a stipend in addition to their stipend for mentoring teacher candidates. Course releases are also provided to professors who are engaged with the partnership.

Monmouth University also provides recognition for their partners. For example, the 2016 Dedication to Education Award, an award to given to teachers for service to the Monmouth University partnership. Similarly, the Monmouth University-Roberts Charitable Foundation Award recognizes outstanding secondary school teachers who have made an important contribution to the education of current Monmouth University students. Each teacher is

nominated by a Monmouth University senior student for his outstanding teaching proficiencies and dedication to education. The teachers receive an award of \$1,500 and are honored at a dinner prior to Commencement, receive an award of \$1,500 and are recognized at Monmouth University's commencement.

***5. a summary of the work of the relationship in preparing future educators in the 2015-16 school year, including an explanation of how the P-12 setting embraces the teacher candidates' active engagement in the community (Essential 2)***

During the past year, the Monmouth University partnership has been engaged in a number of initiatives. They are divided into three major areas below. The first is the piloting of a yearlong clinical experience to replace a semester of student teaching. The additional time in a clinical setting has allowed us to further experiment with ways to give more feedback to teacher candidates on their teaching performance. We believe the increased clinical experience combined with extra feedback will substantially improve teacher preparation. The additional time also enables more extensive work on community projects, as described in the third part of this section.

*Yearlong Experience*

The core change driving these new partnership initiatives is the expansion from a semester to a full year of student teaching. 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. Last fall at Monmouth University, 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. This fall

approximately 50 students have volunteered for our expanded pilot program based on the positive reports from the first year participants.

Teachers and administrators have quickly recognized the added value of the yearlong clinical experience when they are exposed to it in practice. The single most important benefit is increased K-12 student learning. The increased K-12 student learning can be attributed in part to the changed dynamics of the yearlong clinical experience. Spending an entire year in a school enables the candidate to develop stronger relationships with the P-12 students, the mentor teacher, other faculty, the administration, and the staff. The longer experience also enables teacher candidates to be part of inservice days, parent-teacher conferences, and after school events. In short, the teacher candidates become a member of the school.

The partnership has further enhanced the benefit to student learning by utilizing a co-teaching approach in the yearlong experience. When using co-teaching, the mentor teacher and teacher candidate share the teaching responsibilities during the year. Co-teaching has been widely adopted throughout the country because of its demonstrated impact on student learning. During the first semester of the yearlong experience, teacher candidates can engage with differentiating instruction, providing one-on-one instruction, and contributing to the development of new lessons or materials. During the full time teaching experience, the teacher candidate can assume a lead role in team teaching while the mentor teacher provides additional one-on-one support for k-12 students. Throughout the entire year, the K-12 students receive the benefits that come with having two teachers in the room.

#### *Increased Feedback*

Extending student teaching to a yearlong experience provides an opportunity to provide more extensive feedback to increase teacher candidate performance in the classroom. Mentor

teachers and methods professors are currently experimenting with an array of tools for providing feedback. These include video recordings, teacher candidate self-assessments, and surveys of the students, as described below.

*Video recording* - 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.

*Teacher Candidate Self-Assessment* - The teacher candidates use the Developmental Curriculum and the Performance Rubrics to self assess their performance. In addition, they complete a self-assessment instrument created specifically for data collection purposes.

*Student Survey* - The School of Education has enlisted a commercial survey to provide more feedback to teacher candidates. The student survey collects student perceptions of the teacher candidate. This evidence of teacher candidate performance is used to provide teacher candidates with formative feedback on their performance.

#### *Community Service*

The additional time spent in partnership settings has provided more opportunities for Monmouth University students to become involved in community service projects. These projects hold in common a number of benefits, including 1) significant learning for P-12

students, 2) engagement in leadership, relational, and academic skills for teacher candidates, and 3) added resources for schools. Five community service projects are described below.

*A Blast From the Past - Middle Road Elementary School Legacy Project Spring 2016*

During spring 2016, four teacher candidates at the Middle Road Elementary School in the Hazlet, NJ school district instituted a Legacy Project entitled "A Blast from the Past." The project involved all grade level students at the Middle Road Elementary School as well as eight senior citizens from the Arnold Walter Nursing Home in Hazlet, NJ. The Arnold Walter senior citizens held discussions on past history or read books to the Middle Road students. Third graders created How-To Guides for technology for the senior citizens and shared the guide books with fourth graders. Four senior citizens visited each of these classes and the students showed them how to: use email, Google search, use an iPad, smart phone, and/or a laptop. Centers were set up and the senior citizens rotated to each of these topic areas. The project promoted respect for elders, giving back to the community, education on the past, and allowed students the opportunity to show initiative in teaching senior citizens about technology. The project also fostered a connection between Monmouth University, the Hazlet School District, and the Arnold Walter Senior Living Center in Hazlet.

*Book Worm Reading Challenge*

The Book Worm Reading Challenge was a school-wide program that promoted literacy within the student population at the Middle Road Professional Development School in the Hazlet School District during fall 2015. In this legacy project organized by School of Education Fall 2015 teacher candidates, the elementary school students worked toward setting personal goals and achieving a school wide goal of reading 20,000 pages. The objectives of the program included reading for pleasure, improving reading skills, increasing love of reading, motivating

students to achieve a goal and student collaboration. 40,759 was the total number of pages read by the students in the school. This far exceeded the original goal.

*Kids for Conservation Pollinator Project*

In November of 2015, Monmouth University School of Education was contacted by board members of the Monmouth Conservation Foundation (MCF). The goal of the partnership was to develop a new curriculum that would focus on teaching preschoolers about the importance of pollination. The Pollination Project is an outgrowth of the Kids for Conservation Project, which is affiliated with the Monmouth Conservation Foundation (MCF). Monmouth University undergraduate students who are seeking their Preschool – 3rd grade early childhood endorsement partnered with the MCF in order to create a curriculum unit for preschool students. These institutions were able to enhance student learning on a vital part of the science curriculum, provide a rich clinical experience for pre-service teachers, and to familiarize practicing teachers with a more constructivist approach to pre-school science instruction.

The MU students worked in both their partnership schools as well as schools chosen by the MCF. The lessons were met by much success in all of the schools. The early childhood students became proud pollination experts and agents of conservation, the pre-service teachers developed a greater self-efficacy in their teaching in STEAM subjects, and the cooperating teachers reported being, “quite surprised by the depth of wonder and questioning that many of their children brought to the unit.” While this project was just completed, there is a possibility of another project with MCF in the near future.



*Pet Adoption Stories: Project-Based Learning and Its Implications for Fictional Writing  
Among Elementary students*

Students at Wanamassa Elementary in the Ocean School District write stories for adoptable animals at the Monmouth County SPCA. The stories are then collected and kept with the adoptable animals at the SPCA. When the animals are adopted, the stories the elementary students wrote for the animal goes with the family that adopts the animal.

*Practicum Partnership with Long Branch*

The project for spring 2016 was to partner the students from the Methods Course (EDS 352) with faculty from the Gregory School with the goal of improving reading scores. The initial meeting was held between the District Reading Specialist, the Principal, and Professor Brennan. Plans were developed and the program began in February 2016. The students were given an orientation on the scholastic approach used in each classroom by the District Reading Specialist. Each student was assigned a classroom. Professor Brennan was also in the school during the practicum which was held each Tuesday from 7:50 a.m. to 9:50 a.m. Professor Brennan visited each student and observed them during their field work and then individually conferenced with each one discussing each candidates strengths and weaknesses in the classroom. In the future, the results will be reviewed to determine the impact of their presence on reading performance. This project will occur again in spring 2017.

**6. a description of how professional development is provided on a regular basis for all participants (essential 3);**

Professional development is provided on a regular basis for all participants. One of the principle forms of delivery is through the School of Education's academies. There are five academies, including the Superintendent's Academy, the Principal's Academy, the Special Service Academy, the Central Jersey Consortium for Equity and Excellence, and the Mentor

Academy. Each of these academies is governed by a board of partnership representatives and each provide professional development in a significant area. Four of the academies are supported through membership fees paid by the school district and the Mentor Academy is supported by the School of Education.

*Superintendent and Principals' Academies*

The Superintendents' Academy has met 4 times every year since 2009 and the Principals' Academy has met 4 times every year since 2010. While the topics for each group differ depending on current issues they are sometimes very similar. They range on PARCC Testing, Leadership Development, Next Generation Science Standards, Test Analysis, and Pandemics. The speakers are selected based on their expertise in the specific area. The ultimate goal of each of these Academies is to support education leaders and their goals of improving instruction and increasing learning. The number of attendees at each session averages between 40-50 participants.

*Central Jersey Consortium for Excellence & Equity (CJCEE)*

The Central Jersey Consortium for Excellence and Equity (CJCEE) is 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. Partnering districts send representatives to each of the workshops and then middle & high school students to the student conference each year.

#### *Special Services Academy*

The purpose of the Special Services Academy is to create an opportunity for dialogue and an exchange of ideas and experiences for Directors of Special Services, Learning Disabilities Teacher Consultants, School Psychologists, School Social Workers, and Speech Language Specialists. Through collaboration with university administrators and faculty, the academy provides professional learning communities that offer growth opportunities for members through sessions which focus on promoting reflective practice and positively impacting student and teacher learning.

#### *The Mentor Academy*

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 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:

- 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

A primary objective of the course revolves around the use of mentoring tools to facilitate student learning and teacher candidate development. These include attention to the following: orientation guides, interview protocols, high leverage teaching practices, the developmental curriculum, inquiry tools, performance assessment rubrics, student perception surveys, teacher candidate self-assessments, reflection questions, videotaping analysis and the edTPA.

Organized into four dynamic sessions, cooperating teachers first discuss the topics of planning and goal setting. In Session Two, teacher leaders are exposed to methods of formative assessment and feedback, examples of which include the use of the developmental curriculum and performance rubric. In an effort to focus on the benefits of fostering reflection, Session Three brings attention to the use of student perception surveys, teacher candidate self-assessments, and questioning techniques to better support the varying needs of teacher candidates at different points in their development. In this session, teachers are exposed the MyStudentSurvey platform, which provides teacher candidates with actionable feedback on their instructional practice in an effort to build upon their strengths, identify areas of focus, and drive their professional development moving forward. In the fourth and final session, cooperating teachers are introduced to new and innovative teacher preparation experiences including Edthena, a platform which allows teacher candidates the opportunity to analyze their instructional practices using classroom video and online collaboration.

***7. A description of the relationship's innovative and reflective practices that are explicit, mutually determined by PDS participants, and demonstrably enhance student learning (essential 4)***

During the past year, the Monmouth University Partnership investigated two approaches to assessing the impact of teacher candidates on P-12 student learning. These initiatives were undertaken to increase the impact of teacher candidates during the yearlong experience by

assessing student learning and using the data to provide feedback. Since teacher candidates are in the same school for an entire year, their impact on K-12 student learning can be tracked through the already existing school data systems already in place. This data can be used to compare the performance of classroom with teacher candidates to those without candidates, e.g. previous years without a teacher candidate and other classrooms without a teacher candidate. As examples, we would like to share below the initiatives of two principals who were interested in measuring the impact of teacher candidates on student learning.

*Lafayette Mills Elementary School*

Greg Duffy, principal of Lafayette Mills Middle School, undertook a study that compared classrooms with student teachers to those without. This data was collected before the advent of the yearlong experience pilot program from classrooms with traditional student teachers. He used LinkIt data over a two-year period to track student growth in literacy and math during a traditional semester long student teaching experience that included co-teaching. He found that overall, most teachers with student teachers experienced an increase in student learning that was higher than the school average. Since Principal tries to engage all of his teachers as mentors of student teachers, it is unlikely that this study simply reflected an unusual sample of mentor teachers. The increase in student learning with teacher candidate as a co-teacher is a reflection of the previous research. When Greg Duffy presented the data from his study to his school board, they had only one question: “Why aren’t all of our schools in the district doing this?”

*West Freehold Elementary School*

The second example was led by Eddie Aldarelli, the principal at West Freehold Elementary School. Principal Aldarelli designed a Response to Intervention for struggling readers by using four yearlong clinical interns (student teachers) to provide an hour of intensive

instruction. The choice of the intervention was based on the school assessment data. Additional data was collected throughout the eight weeks of instruction. The findings showed that the students made significant reading gains within their specialized area of reading. By providing the actual measure of the impact of student learning, there is a greater chance for the teacher candidate to improve it further, and thus, move this initiative forward more quickly.

Simultaneously, the teacher candidates received valuable instruction and practice on reading assessment results, planning for targeted interventions, and implementing an array of teaching strategies to address specialized problems.

***7. an explanation of how best practice is routinely examined and shared with others, both within and outside of the PDS relationship (essential 5);***

Best practice is shared regularly through a variety of venues, three examples of which are discussed below. These include the Literacy Center, The AP and Social Studies Forums, and conference presentations.

*Literacy Center*

One of those venues is the Literacy Center, which sponsors the Literacy Clinic, the Literacy Camp, and the Literacy symposium. The Literacy Clinic is open to local P-12 students throughout the year. Teacher candidate provide individualized instruction to P-12 students while gaining invaluable experience. Similarly, the Literacy Camp is conducted during the summer to serve local area P-12 students while providing a venue for future teachers to practice their craft. The Literacy Symposium is an annual event to disseminate research-based practices. The keynote speaker this year was Dr. Zoi A. Philippakos, PhD. Dr. Zoe is an Assistant Professor of Reading and Elementary Education in the College of Education at the University of North Carolina at Charlotte. Dr. Philippakos's recent publications include the coauthored books: *Developing Strategic Writers through Genre Instruction: Resources For Grades 3-5* (2015);

*Effective Read-Alouds For Early Literacy: A Teacher's Guide For PreK-1* (2012); and *Differentiated Reading Instruction in Grades 4 and 5: Strategies and Resources* (2011). She has also published several articles on strategy instruction in writing and has presented in national and international conferences.

*The AP English and Social Studies Forum*

The AP English and Social Studies Teachers Forum is an annual meeting of teachers from partnership districts to discuss developments/ changes in the AP Social Studies and English preparation for testing, the tests, and test results. This year, we combined two groups of School of Education partnership teachers who usually meet separately. The AP Social Studies Forum is facilitated by MU School of Education staff and faculty. The forum presentation was by Christopher Zarr of the National Archives in New York City. The presentation focused on how teachers may use the National Archives in teaching their classes. Dr. Jiwon Kim's current research was discussed, and teachers had the opportunity to work in breakout groups in their specific teaching areas. Topics vary from year to year.

*New Jersey PDS Conference*

Three presentations were recently given within the state of New Jersey at the NJPDS conference at William Patterson University. The first discussed the design and implementation of a pilot project to establish a yearlong student teaching experience in a professional development school. Teacher candidates, teachers, professors, and administrators will discuss the advantages and challenges for P-12 students, teacher candidates and schools. The second illustrated how a practice-based approach to teaching instructional strategies can facilitate teacher learning during a yearlong clinical experience in a professional development school. A group of professors showed how they worked collaboratively to provide a stronger link from theory as part of their

work in a professional development school. A third presentation demonstrated how to design and implement teacher preparation programs that increase student learning in a professional development school. The primary focus of the presentation was an analysis of the learning growth of students in classes with a student teacher in comparison to classes with more seasoned teachers.

***9. with the essentials in mind, the accomplishments and achievements of which the PDS is most proud.***

The Monmouth University Partnership has a clear vision for the future. It is our goal to 1) increase P-12 student learning, 2) provide outstanding teacher preparation, 3) provide professional development opportunities across the partnership, and 4) to innovate new practice in education and teacher education. At the heart of our recent work have been the design, piloting, and implementation of the yearlong clinical experience. The yearlong experience has added value to schools, provided better teacher preparation, and created an unprecedented opportunity for schools and universities to work together to improve K-12 student learning.

*Increasing Student Learning*

We have made considerable strides to improve P-12 student learning through our ongoing implementation of the yearlong teaching experience, by implementing co-teaching into the yearlong experience, and by assessing the impact of teacher candidates' on student learning. The longer experience facilitates student learning by allowing teacher candidates to become more confident and fully functioning in their surroundings, to build stronger relationships with students, and to employ a greater variety of more complex teaching strategies. The second positively affects student learning by multiplying the power and influence of a single teacher. The third provides invaluable feedback to the teacher candidate, enabling him or her to better identify the successful strategies and to revise the less successful ones.



*Providing Outstanding Teacher Preparation*

Teacher candidates more quickly develop into high impact teachers when expectations are clearly articulated through explicitly defined practices. Accordingly, we have adopted *The Developmental Curriculum for Clinical Experiences*, which supports partnerships by facilitating communication and collaboration. The *Developmental Curriculum* is an explicit statement of expectations for clinical experiences across the entire teacher preparation program that uses commonly recognized practitioner language. This document enables stakeholders to refer to one concise document that summarizes program expectations and is expressed in practitioner language. The *Developmental Curriculum* facilitates communication across programs within individual teacher preparation institutions by helping teachers and professors better understand their role within the larger activities of the teacher candidate and the larger goals of the program. To see the Developmental Curriculum, see Appendix D.

The partnership is also in the process of adopting a set of performance assessments based on high leverage teaching practices. These performance assessments are intended to help mentor teachers provide rich and informed feedback to the teacher candidates in the classroom and for professors to provide feedback on video recordings of high leverage teaching practices. To ensure that the performance-based assessments are consistent with current practices in the field, they are aligned with InTASC standards and high leverage teaching practices. To see an example performance assessment, see Appendix E.

*Provide Professional Development Opportunities*

We also are very proud of the professional development opportunities provided through the partnership. Five academies provide professional development sessions, including the Superintendents, Principals', Special Services, Central Jersey Consortium for Equity and

Excellence, and the Mentor Academies. In addition, professional development initiatives and individual sessions are conducted on a regular basis.

*Innovate New Practice*

Finally, the goal of partnership is to innovate new practice in schools and teacher preparation programs. We have shared several applications of innovative work in this application. We conclude with another one. Beginning this fall, yearlong teacher candidates will assess the impact of their instruction by writing Student Growth Objectives with their mentor teachers at the beginning of the year, and then later analyzing school assessment data to determine their students' learning in relation to their objectives. The yearlong experience makes it possible for teacher candidates to assess their impact on students over the course of a year. This type of work will be invaluable to demonstrating the added value to schools from teacher candidates who are co-teaching during a yearlong experience.

We conclude with an email that we recently received from Peter Schulman, the deputy commissioner of Education in New Jersey as testimony to the accomplishments of the Monmouth University Partnership.

Rebecca Sieg shared with me the video from Harmony Elementary School about the year-long student teaching experience that you have collectively implemented. I want to congratulate all of you on being innovators and leaders in this work, both from a statewide and national perspective. The video exemplified the power of New Jersey educators and, more so, how cohesive collaboration across higher education and K-12 can result in experiences that benefit teaching candidates, cooperating teachers and, of course, our students. Congratulations again and we at the NJDOE look forward to

working with you, learning from you and showcasing your great work across our state.

Thank you for all that you do.

## **Appendix A**

### **Monmouth University Partnership**

#### **Mission Statement**

The primary goal of this partnership is to prepare and educate motivated, engaged students, K-12 children, pre-service and in-service teachers, counselors, and leaders. The Monmouth University Partnership is committed to ensuring that each and every K-12 child and university student in the partnership progresses toward achieving his/her maximum academic growth and potential.

Accordingly, the Monmouth University Partnership shall provide ongoing quality field, student teaching, practicum, and internship placements for Monmouth University students, ongoing professional development for Monmouth University partnership teachers and opportunities for Monmouth University faculty and School Partners Districts.

Appendix B  
Written Articulation Agreements



Appendix C  
Monmouth University Partnership  
Organizational Chart

Appendix D

The Developmental Curriculum for Clinical Experiences

Appendix E

Example Performance Assessment