

Wednesday, April 25, 2018
Samuel Hay Magill Commons Club Lounge

Council Attendees:

Steve Bray '04M
Joyce DeJohn
Bill George '97M
Keith Green (call-in)

MU Attendees:

John E. Henning, Dean
Tracy Mulvaney, Assistant Dean
Bernie Bragen,
Emily Miller-Gonzalez, Director, Leadership Programs

MU Student Representative:

David Glass '18

Teacher Residency Program

David Glass, a dual-major in Education and History, will be graduating in May '18. He is currently participating in the Teacher Residency Program, through his student teaching placement and substitute teaching at Middletown Township Public Schools, at the high school level. While David's clinical placement is in a 9th grade classroom, he has been called on to substitute teach across grades K-12.

He shared many benefits of the Teacher Residency Program, including: the opportunity to work with a cooperating teacher, as well as working alone to develop strong classroom management skills, the ability to build a strong rapport with the school, and being called on to cover classes, enhanced level of confidence in the classroom, etc. David was also appreciative of the many professional development opportunities that emerged from participating in the Teacher Residency Program, such as speaking at the AACTE National Conference in Baltimore, MD in March.

Bill George also shared his observations about the pilot year for the Teacher Residency Program. He and Bernie Bragen agreed that research supports David's experience – namely, the more time spent in the classroom as a preservice teacher, the better-prepared teacher candidates are for their first full year of teaching. Bill also mentioned that Monmouth would be presenting to area high school students as part of "Tomorrow's Teachers," to encourage New Jersey's best and brightest to consider the field of teaching/education.

John Henning also mentioned that leadership from the University of Texas system has been in touch with him, following the AACTE panel presentations, to discuss the Teacher Residency Program. John would love for Monmouth to become not only a regional leader in innovative teacher preparation, but also a national example for other colleges/schools of education. Optimally, according to John, Monmouth will engage students for 3-4

years in the Teacher Residency Program, placing them in the classroom a few times a week as part of their apprenticeship. One of the biggest challenges, according to John, is clearing a space in the students' schedules to allow for participation in the Teacher Residency Program.

The Council agreed that if freshmen and sophomores perceive the Teacher Residency Program as a path to employment, and understand that participation therein will reduce or altogether eliminate their need to work part-time during college, that they will be more likely to sign on to the program. While the School has hosted

Joyce DeJohn related her nursing experience at Monmouth Medical Center to the Teacher Residency Program, suggesting that students who engage in real-world professional experience during school will be better situated to launch their career upon graduation. She also offered a “parent perspective,” suggesting that substitute teachers who become a part of the school community will be well received and appreciated by parents and families of students.

informational sessions on the Teacher Residency Program over the past year, it was suggested that the School offer similar sessions during New Student Orientation, to help introduce students to the Program at the earliest point possible in their college career.

Doctor of Education in Educational Leadership

Bernie Bragen shared updates on the Ed.D. Program. He provided some background on program development, indicating that over an 18-month period, John Henning and his team of Teaching Fellows were able to develop a full doctoral program curriculum, approved by the State.

Many of the Teaching Fellows are local superintendents, adding a superior level of credibility and practical application to the program. Of the 21 students originally enrolled in the first cohort, 20 remain after the first full year, and we are aiming for similar enrollment and retention numbers in the coming years. Most of the students in this first cohort are current school administrators.

Connected to their dissertation, each student must develop a transformative capstone project, initiating positive and long-lasting change within their school/district. To date, four of these projects have already received IRB approval, and another six are in process. Examples of these research projects include looking at ways to reduce chronic absenteeism, and implementation of Kahn Academy within the doctoral candidate’s school district.

In the future, the School may consider adding concentrations such as Curriculum and Instruction, and Special Education, and may possibly expand the program across the University to a doctorate in Leadership, thereby appealing to many disciplines, and enabling greater collaboration and interdisciplinary work among faculty.

Bill George offered a superintendent’s perspective on the Ed.D. Program, saying that he wants research in his schools to encourage purposeful practice. He commended Bernie and John on the development of a doctoral program that enables personalized learning and values the student voice.

Accreditation

Tracy Mulvaney shared updates on the accreditation process with the School’s various accrediting bodies. She prefaced her overview by indicating that the focus, for most of the accrediting groups is now on continuous improvement, whereas it was previously on compliance. Tracy walked the Council through a PowerPoint presentation, to help explain the programs seeking accreditation within the School of Education, and the processes/timelines for each.

Exhibit 2.1.G**Sample Partnership Advisory Committee Minutes**

The Council for the Accreditation of Educator Preparation (CAEP) works with initial teaching programs, the Council on Academic Accreditation (CAA) works with the Speech Language Pathology Program, and the Council for Accreditation of Counseling & Related Educational Programs (CACREP) covers School Counseling.

Two programs within the Department of Educational Counseling and Leadership, School Counseling, and Student Affairs and College Counseling are currently accredited through March 31, 2019. The School needs to submit an interim report by October 1, 2018, although Tracy has set an aspirational deadline at the end of the summer, to receive accreditation through March 31, 2025.

The Department of Speech Language Pathology submitted a self-study to CAA in February 2018, and a site visit from CAA is planned for October 2018, with an accreditation decision to be made in early 2019. The self-study for CAEP is due July 18, 2018, with a site visit from CAEP scheduled for April 13-16, 2019. Of particular note, the School of Education at Monmouth has received National Recognition for Specialty Professional Associations (SPA) for 13 programs – see table below.

Undergraduate	Graduate
P-3	P-3
Elementary Education	Elementary Education
Math	Math
Science	Science
Social Studies	Social Studies
Teachers of Students with Disabilities	Teachers of Students with Disabilities
	Learning Disabilities Teacher Consultant

Tracy also shared figures for program completion and employment rates among the speech language pathology, school counseling, and student affairs and college counseling programs from the 2017 Annual Reports – see table below.

	Speech Language Pathology	School Counseling	Student Affairs and College Counseling
Program Completion Rate	100%	100%	100%
Employment Rate	96%	60%	60%

About the initial teaching programs, Tracy shared the following information about program completers, as well as number of teaching endorsements.

Completers: Grad = 36; Average GPA 3.85
 Completers: UG = 99; Average GPA 3.53
 Content knowledge (Praxis exam) = 100%

# of Endorsements	MU % employed	State % employed
1	60%	62%
2	77%	70%
3	100%	80%

Tracy asked the Council to consider what data might be helpful for the School to include on a website dashboard, as well as other print materials, that would be helpful for prospective students, parents, and our

Exhibit 2.1.G**Sample Partnership Advisory Committee Minutes**

community. Joyce and Steve suggested including the stats on employability w/increasing endorsements, and including a brief definition of “endorsement.” They also felt that information on class ration, as well as information on testing success would be helpful to prospective students and families.

Strategic Plan

John provided an overview of the School’s five-year goals, developed with help from Business School faculty member, Gene Simko. Professor Simko led the Education faculty through a SWOT analysis exercise earlier in the year, which John will provide to the Council at a future time. He invited the Council to take a look at the recently developed five-year goals, and offer any immediate feedback. Goals include:

Goal 1: To maintain and develop processes that foster continuous improvement.

Goal 2: To develop new programs and initiatives for the purpose of enhancing competitiveness and cultivating a state and national reputation for program innovations.

Goal 3: To further develop school and community partnerships for the purpose of providing outstanding professional education while serving the community.

Goal 4: To promote an enhanced awareness and practice of social justice.

Goal 5: Leadership TBD

Goal 6: To develop a state and national reputation for innovative teaching and learning for the School of Education.

Miscellaneous

John applauded Keith Green and Autism MVP Foundation for hosting another wonderful Brewing Awareness for Autism event on April 21. He also mentioned the recent reception hosted by Monmouth for Autism MVP Foundation board members to hear first-hand from the Autism Program Improvement Project staff, Professor Stacy Lauderdale and Professor Mary Haspel, about the initial findings from their work in public schools observing teachers of students with autism. Stacy and Mary are presenting nationally on these findings, and offerings suggestions of evidence-based ways to prompt and reinforce students with autism. Emily will follow up with a link to the short info video on the Autism Program Improvement Project.

He shared his thanks for the renewed pledge of support from Autism MVP Foundation for \$15,000 for this calendar year. Keith put in a plug for the 4th Annual Autism MVP Walk in November. Details to follow.

John invited Council members to attend the upcoming Monmouth University-William Roberts Charitable Foundation Outstanding Teacher Awards Dinner on May 3 to celebrate the impact of outstanding secondary teachers on graduating Monmouth seniors.

Sample Partnership Advisory Committee Minutes
Professional Development School Committee

Meeting Agenda

June 8, 2017

4:00-5:30 PM, Room MCC146

Invitees: Please see attached list

- 1) Welcome and thanks
- 2) Teacher Residency Program, John Henning
- 3) edTPA and Praxis Data, Tracy Mulvaney
- 4) Clinical Practice Final Evaluation of Candidates, Tracy Mulvaney
- 5) Partnership Meetings, John Henning
- 6) Partnership Agreements, John Henning
- 7) Other
- 8) Adjournment

Professional Development School Committee

Meeting Agenda

June 8, 2017

4:00-5:30 PM, Room MCC146

Invitees: Please see attached list

- 1) Welcome and thanks for coming
- 2) Teacher Residency Program, John Henning
 - a) Approximately 40 students in four school districts: Eatontown, Woodbridge, Middletown and Hazlet
 - b) The students are getting themselves licensed for substitute teaching
 - i) Christine Grabowski: they are interested in sophomore students, to see how they do, to see if they will be good candidates for junior year's observation and clinical practice hours at the same school.
 - ii) John Henning: regarding sophomores, they are young and unpracticed, but this program can take the place of other part time jobs that they have, and combine their major and their part time job.
 - iii) Christine noted that building relationships with students is important, as they become invested in the school where they are placed. They become familiar with the staff and processes in the school, along with learning to teach.
 - iv) If sophomores spend one day a week at a school, it is a greater opportunity to learn than the 35 hours required, spread over one year. They will be more confident, and better prepared.
 - v) Hazlet will incorporate the residency students in their summer enrichment program.
 - vi) Corina Earle noted that Rutgers is also considering creative ways to combine subbing and clinical hours.
- 3) Partnership Groups
 - a) John: Each school at Monmouth is required to have a Dean's Advisory Council, which will meet three times a year. Our SOE group has superintendents, principals, assistant principals, and they discuss all school of education related topics, and give advice on issues related to all SOE things.
 - b) He was hoping that the concept of this group, The Professional Development School Committee, will be the group that can help disseminate new information to teachers quickly, as education is evolving so quickly and we are often speaking about new practices.
 - c) John's meeting objective: find out how can we use the residency students in your building to free up some time for your teachers to attend professional development meetings here at Monmouth?

Exhibit 2.1.G**Sample Partnership Advisory Committee Minutes**

- i) Christine said she thinks that scheduling each residency student for their own same day each week is best. Any professional development meetings planned on days that students are in school, the student will be the first choice for the sub, and if there are no sub required for the day, the student will be placed elsewhere. They can experience different grade levels and that will give them a more diverse experience.
- d) When and how often to meet?
 - i) Fall: Mid-September is better than the first week of school. Christine said the week of 9/18 is best if the meeting is during a school day, because of Back to School nights.
 - ii) Winter: the week of Feb. 5th
 - iii) If we need a third meeting, May is better than June.
- 4) edTPA and Praxis Data, Tracy Mulvaney
 - a)
- 5) Clinical Practice Final Evaluation of Candidates, Tracy Mulvaney
 - a) Accreditation issues need us to improve on the final evaluation tool for students in clinical practice.
 - i) There is a new evaluation tool from Ohio State that is aligned to new INTASC and edTPA standards and is reliability and validity tested.
 - ii) Our data would be shared with Ohio State for their use.
 - iii) It gives our data validity, reliability and credibility to our programs.
 - iv) They work with FolioTek at other colleges.
 - b) Christine G asked if the cooperating teachers would be trained on this, as clinical supervisors are given limited time with the students each semester.
 - i) Tracy: this document will create an opportunity for the clinical supervisor to have conversations with the cooperating teacher. But this brings up a good point: cooperating teachers will need training.
 - (1) Training is online, about 1.5 hours and costs \$5 per attendee. Dean Henning said that he sees no problem for us to pay for cooperating teachers to be trained.
 - (a) Christine added that this will also serve as part of the teacher's online professional development requirement for the year too.
 - c) When to offer training to supervisors and cooperating teachers?
 - i) We need to make it easy to take this training. We have to think about how to deliver this training so it is accessible. Corina will put this on the agenda for Tracy's meeting to discuss.
 - ii) To use it in the fall, the cooperating teachers will have a lot of input
 - iii) John: the teacher's education retreat, part of the retreat can be about this assessment.
 - d) Jiwon had a question about using this along with existing SPA topics.
 - i) Tracy said yes, as this is for the basic INTASC standards, you will be able to add your SPA to this general rubric.
- 6) Partnership Meetings, John Henning
- 7) Partnership Agreements, John Henning

Exhibit 2.1.G

Sample Partnership Advisory Committee Minutes

- 8) Other
- 9) Adjournment

Partnership Advisory Council**Agenda****May 23, 2016**

Attendance: Harvey Allen; John Bormann; Sue Compton; Greg Duffy; Jim Erhardt; Linda Foster; Emily Gonzalez; Wendy Harriott; Michael Salvatore; Nicole Santora, William Smith

1. After introduction, Dean Henning facilitated discussion on an initial plan for the school's proposed Ed. D Program. The school is planning for a fall 2017 completion date.
 - Harvey Allen-went over the program design beginning with the diagram handout. Key themes center on the transformative leadership project which is the capstone project which they will begin on day one of their program.
 - Every course that's taught will be guiding them toward capstone project
 - It will use a cohort model which can be collaborative depending on the group.
 - Greg Duffy said that he would be interested in participating in a collaborative cohort. He has worked with Ed Alderelli, a principal in the same school district.
 - Sue Compton said that it would be a good area for a study
 - Mike Salvatore said it was a great idea to start with a project in the beginning. He likes the collaborative piece but it may be challenging. He suggested front loading it with things that would be related. John Borlan said that there needs to be a horizontal relationship to connect research to the capstone project.
 - Nicole Santora said that her master's degree taught her how to become a manager and her doctorate degree taught her how to become a leader. Some of the courses are master's level. They need to be amped up more (GD).
 - Dean said that practice is a key component of inventing new knowledge and making something new in the field. Often research comes later.
 - The sequence chart (page 11 of handout) was designed so that sequence could be interchangeable with more than one cohort which gives it a mentoring and recruitment advantage. One cohort would be taking class first time, with a more experienced cohort.
 - Joh Bormann said sequence is fine; it's-what's in them that makes the difference. Combined courses it needs to be on doctoral level.
 - Sue Compton said that she has seen this design in other doctoral programs and it works.
 - The doctoral degree could take 3 years or two years with a summer program. There will b a lot of field work which could be integrated with things that they are doing in their own districts.
 - Mike Salvatore recommended candidates to ask their district superintendents what research project they would recommend which would be beneficial to the district.
 - Greg Duffy suggested having a cohort from more than one district work together. It would be interesting if the districts were different sizes. Dean Henning said that such a partnership would help candidates see what it would take to make a transformative change.

Exhibit 2.1.G**Sample Partnership Advisory Committee Minutes**

- Faculty search-We recently conducted a search for academic and experiential candidate which failed. We are going to re-advertise for the position.
 - Course development-We will also need instructors. We do have SOE faculty who can teach some courses. This would be an Ed Leadership degree but once the program gets going we add other tracks during the summer.
 - There will be a cutting edge technology component as well as resource management.
 - Mike Salvatore suggested that they cover strategic planning, there are also contemporary issues such as the rising costs of healthcare.
 - Dean Henning said that the writing piece is important. You are going to understand concepts differently in the second semester. The way you write it is the way you teach it. A big part of the program is literacy. Nicole Santora said that we should make sure that the research base aligns
 - If it is well outlined you will see the fluency of the program.
 - How do we ensure we get the right content to help superintendent successful and to think outside the box? The capstone project will bring it all together.
2. Graduate Programs
- Master of Arts of Teaching – Accelerated Masters-We are looking at a 3 semester model. All of the students would do a year long experience
 - Masters of Education
 - Alternative Licensure Program
3. edTPA Implementation- involves-reflection, writing and students filming themselves in the classroom.
- It is a National Measure
 - NJ is requiring it for fall 2017
 - It is a performance assessment. Two out of three passed outright and one needed to improve classroom management and passed.
 - Each test is \$300
 - We will give eight vouchers in the fall and spring. This will compliment the yearlong program as taping needs to be done early in the semester.
 - They will archive videos for a certain time and then destroy them.

Methods Classes Pilot-We are working on methods that involve more experiential with supervision. Students prefer it. Student perception surveys. A great piece of data that shows she connected with the kids.

Videotaping-performance assessments-have students designate 2 or 3 classes experiential courses.

Student Perception Survey

5. Mentoring Teacher Candidate Workshop-paid a stipend \$100 per session. Last year he invited yearlong mentors. We had to rethink everything. It was very well received.

a. Fall

Exhibit 2.1.G

Sample Partnership Advisory Committee Minutes

b. Spring – 72 participants

6. School Projects

a. Education

b. Monmouth University

7. Reorganizing the School of Education

8. Other Ideas?/Next Steps-Will Smith outstanding feedback for AP courses. It ends up being a best practice format. It is much more of a discussion opportunity. He will give out the feedback to PH.

SOB running a bridge project and we are collecting a list of ways we are collaborating with districts. What's different for him is to have all of the disciplines with projects out in the field. This isn't a complete list.

Closing how exciting it's been to be here for a year. Thinks Central Jersey most innovative innovators in the state. From the 1st day when he mentioned ideas he would hear "Let's try it" response. This was so helpful.