

School of Education Dean’s Advisory Council Meeting
Meeting Agenda – Wednesday, April 25, 2018 8:00 – 10:00 a.m.
Magill Commons Club Lounge

- I. Welcome and Introductions – Dr. John E. Henning, Dean
- II. Teacher Residency Program – Dr. William O. George, Superintendent of Schools, Middletown Township Public Schools and Education Major, David Glass ‘18
- III. Doctor of Education in Educational Leadership – Dr. Bernard F. Bragen, Assistant Professor, Teaching Fellow, Educational Leadership
- IV. Accreditation – Dr. Tracy Mulvaney, Assistant Dean
- V. Strategic plan – Dr. John E. Henning
- VI. Wrap-up – Dr. John E. Henning

School of Education Dean’s Advisory Council Meeting Minutes

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.

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 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.

Teacher Prep Retreat Minutes
5/21/2018
Guggenheim Library Conference Rooms
10 am – 2 pm
AGENDA and Minutes

- I. Welcome: Dean Henning
- II. CAEP data share, review of standards and self study
- III. CAEP Poster session on technology and diversity cross-cutting themes
- IV. Clinical Practice
- V. Teacher Residency
- VI. Scheduling for Teacher Residency
- VII. Strategic Plan

Minutes:

In attendance:

J. Henning	W. Harriott	T. Mulvaney
A. Estudillo	S. Moore	P. Heaney
C. Earle	C. Borlan	A. Romagnoli
J. Kim	C. McArthur-Amedeo	M. Haspel
S. Lauderdale	R. K. Morris	M. Brennan
L. Graybill		

1. Opening Statement: Dean Henning

- a. I always hear from students how much they like and enjoy their professors. Thank you for that.
- b. Thank you for all of the energy that you put into so many recent search committees
- c. Thank you for all of the work that went into the Interprofessional Scholarship Exhibition: students were well prepared, research was good.
- d. Three parts of the day:
 - i. CAEP
 - ii. Talk about how we are incorporating diversity and technology into our curriculum
 - iii. Strategic Plan and dispositions

2. CAEP – Tracy Mulvaney

- a. There will be three opportunities to respond to the findings. We will be able to be there in person, or by skype to clarify any answers or answer any questions.
- b. CAEP Site Visit: April 13-16, 2019
 - i. At that time they will ask questions of everyone

- ii. We all have to be familiar with how they run a site visit
- iii. Our students have to be prepared to answer questions as well
- c. CAEP Report: We will work on our sections, but you are not limited to your own standard. You are invited, encouraged to review the whole document and provide input. Please feel free to add anything that you think is missing.
- d. To start on the report, let's start with the end document. Review the documents and data for the standard you are assigned to.
Break into sections:
- e. CAEP Standard 1: Content and Pedagogy- Reviewed all data, exhibits and narratives for CAEP. Completed sections on how we can use data for improvement.
 - i. T. Mulvaney
 - ii. P. Heaney
 - iii. C. Earle
 - iv. A. Romagnoli
 - v. J. Kim
 - vi. C. McArthur
 - vii. M. Haspel
 - viii. S. Lauderdale
 - ix. RK Morris
 - x. M Brennan
 - xi. L Graybill
- f. CAEP Standard 2: School Partnerships
 - i. J. Henning
 - ii. P. Heaney
 - iii. C. Earle
- g. CAEP Standard 3: Selectivity and Recruitment
 - i. W. Harriott
 - ii. S. Moore
 - iii. C. Borlan

3. Diversity and Technology Working Poster Session: T. Mulvaney

Instructions: Look at each poster and the related CAEP standard/concept. How do we show evidence for technology and diversity?

- a. **Teach with Rigor to Diverse P-12 Students**
 - i. Use current research on EBP for lesson planning and implementation of lessons
 - ii. Evaluate evidence-base of research
 - iii. Rubrics for coursework requiring attention to accommodations and modifications for all students
 - iv. ED-550 and 320
 - v. Use training, activities, readings and discussion on diversity, racism, history of these issues in America (in ED-250, 5110, which is the first ED course for all TC)

b. Diverse Clinical Experience

- i. Placements in diverse districts
- ii. Placements in multiple districts
- iii. Service learning = Pre-clinical diverse experiences
- iv. Placements in varying grade levels

c. Recruit Diverse Teacher Candidates

- i. Continual outreach to prospective students from other countries via Grad Admission
- ii. Write on Sports
- iii. Residency program
- iv. Create grad minority scholarships
- v. Grad info sessions
- vi. Undergrad info sessions
- vii. Attend NJEA convention
- viii. New marketing materials
- ix. Host NJFEA Conference
- x. Rescind core praxis requirement and 3.0 GPA for admission to TP program

d. TC Models and Applies Tech. Standards (InTASC)

Instruction ←—————→ Content Knowledge

- i. TC uses apps. Smartboard.com for research and DBQ (Documents Based Question), googledoc/classroom for their teaching in clinical ex.

e. Technology Enhanced Learning Opportunities

- i. MU – Smart classrooms – All technology available to students and teachers
- ii. Lesson plans must include technology piece
- iii. Smartboards and Promethean boards used
- iv. Students capable in MS Office suite
- v. E-campus used in all facets
- vi. FolioTek – electronic portfolios
- vii. Online and hybrid classes
- viii. Adobe Connect
- ix. Supervisors must see technology used by teacher candidates during clinical practice

f. Use Tech. Based Applications

- i. (Special Ed will send you our handout)
- ii. Online learning
- iii. Use of videotaping to assess and improve effectiveness (edTPA)

- iv. Use video conferencing, chat, discussion board (to interact with classmates, professors both of their own course AND other countries)
- v. Edthena
- vi. Filmed Lit. Circle

Clinical Experience and Content Integration

g. TC Integrates Tech in all Domains

- i. edTPA assessments
- ii. 521 – use of videotaping for parent workshop to assess student and make available to parents as archive
- iii. Filmed Lit. Circle
- iv. Methods course
- v. Video recording high level – small and large group
- vi. Methods course (ED 371, 372, 579, 580)

4. Clinical Practice Discussions

- a. Placements and accounting of hours:
 - i. Currently: each class has hours associated with it
 - ii. Moving away from having some hours connected to courses is an important evolution moving to more and more clinical experience.
 - iii. Regardless of methods class or not, you have to do 100 hours.
- b. First proposal: program placements so the placements can meet the needs of all of their smaller bits of time requirements. They would record a total number of hours.
- c. Second proposal; the professor should not have to keep the records. It should move to the Clinical Placement to record hours.
 - i. If Clinical Placement can't match the requirements for the students for their needs in one placement, then there can be a plan B.
 - ii. Issues in placement were discussed
 - iii. Logistical issue: faculty want to access to see hours
 - iv. If we are all in agreement, let's move forward so that the professors won't track individual hours, except EDS350.
 - v. Graduate level courses will be tracked by professors, but they are not first licensure students, so that is acceptable.

5. Scheduling for Residency

- a. Asked at UTEAC to consider changing schedules for residency program
 - i. Senior days are most critical, then Juniors, Sophomores, Freshman
 - ii. We did not ask to change content, only schedule
 - iii. This is not an easy task, it will take a long, sustained effort. We won't know if it can be successful until we try
 - iv. Even if we can't fully reschedule, partial rescheduling will help
 - v. We discussed what days are best: Tuesdays and Thursdays are out. Wednesdays are half days and Fridays are ok.

- vi. Another issue is that are courses that have only one section
- b. Concerned with issues like:
 - i. Time frame conflicts
 - ii. Other department conflicts
 - iii. Not teaching anything before 4:30 will cause problems with space, it may make our students five and possibly six year students.
 - iv. Scheduling is much harder, much more difficult because you are in conflict with other courses: like C&I.
 - v. Complex issue with a lot of sides.
- c. Possible solutions :
 - i. Hybrid format for certain courses: or for courses with many sections; make sure one is in the evening.

Critical pieces are advisement: what courses are sophomores taking, etc?

Would it be helpful to try to schedule them around Wednesdays and Fridays? The way the frames are set up is most important.

This discussion is for next year or further, because the schedule is set. This discussion is to try to start to meet the obstacles, and set the idea. To move to the idea that this will become a tradition

Alex: any more talk about doing active shooter training for student orientation for this fall.

Pat – we've done it in the past. We have the cards who presented at leadership. Chief Elrath and counseling do it on campus.

There is a group of people who, with Dean Henning, who are studying mass shootings/

Tentative school safety conference in October with Dean Henning, Robin Mama, etc.

Maybe this should go on the strategic plan

6. Strategic Plan:

- a. Intro Missing Information Here
- b. Missing some timeline info here
- c. Submit to Provost by the end of June
- d. Finally presented to the Board of Trustees in July.

Run through some pages: please provide feedback

Mission statement revised: take this and put on website

5 vision statement

6 personal and professional

7 – alignment – goals that have come from the strategic planning process

Page 9 = the process of how we go to the 6 goals and the SWOT analysis

Opportunities: set a goal of getting external grants of certain \$ per year

Page 11 = November 29th meeting sw/etc.

They all fit the mission statement

He interjected the part about leadership – we have an EDD program, we have academies, leadership conference, also business admins and other. We really have the opportunity to be a leadership hub.

Paying more attention to sustainability, it worked for the early childhood program. Kerry worked with Mon. Conservation Foundation. It lends to a relationship with Urban Coastal Inst., Science, etc. Something to think about: how are we preparing students for a more sustainable future without getting political? Jiwon has this as an interdisciplinary topic, and is related to UN sustainability goals. We will go on field trips to the UN.

Mary Haspel: urban farming outcome = how society has changed the perception of nature. Farms in school are more relevant.

Social justice: we are not the only ones who think about social justice, and leadership, and school partnerships: we do every day and we could add this sustainability into these connections so easily.

SL _ Social piece: how are we translating social justice into culturally responsive teaching.

Translating social justice into culturally responsive teaching is the next step beyond our thinking about social justice. I do not think we have taken it the extra step. I think we need to ensure that we are ensuring that they can identify ways to have a more just classroom. JH: How can we write this into objectives, etc.

Just because you have a diverse group of students, it does not mean you are being culturally responsive teaching. Just being aware is not enough: they need to translate that into practice.

Mary Haspel; Good materials through the state PDS: that are helpful about how to learn culture in classroom. Can we share this info: add to the portal. Letty says that class is all about social justice. But would welcome more info.

Culturally background and learned behavior – two aspects.

Page 14 – here is the format of the strategic plan – have a goal, all the departments line up with these goals – if you don't have a goal that aligns to objective 1, try to develop one. Ed Counseling: they have a five year plan – can we fit our objectives into a five year plan.

Departments split out and worked on completing their draft of the strategic plan.

UTEAC Agenda

May 16th, 2017

Turrell Boardroom, Bey Hall

11:00-12:30

Agenda

11:00 - 11:30

School of Education Data

Tracy Mulvaney

11:30 - 12:00

Teacher Residency Program

John Henning

12:00 – 12:30

Schedules

John Henning

(awaiting these)