A Letter from the Chair

On November 29th, John Goodlad—one of the most influential figures in teacher education—passed on at the ripe age of 94. Goodlad was a professor, researcher, mentor, and dear friend to many of us in teacher education who had the privilege of working with him. Goodlad spent more than six decades asking big (and important) questions about the role of education in a democratic society. He viewed public education as a moral obligation and its purpose to prepare students to be respectful, responsible citizens. Goodlad was responsible for the Agenda for Education in a Democracy and the National Network for Educational Renewal—both of which undergird the teacher education programs here at Montclair State University. The very work that we do collectively here in SASE is deeply reflective of Goodlad's vision. You'll find in this edition of our newsletter evidence of educational renewal that happens at the school level and that varies according to the unique needs of each school. You'll find faculty that not only talk the talk of Goodlad's vision of simultaneous renewal through school-university partnership, but that also walk the walk in the field on a daily basis. From preparing culturally responsive teachers to magnifying principles of inclusive education, you will find in this newsletter that students who graduate from SASE never leave us. They continue to serve as cooperating teachers, mentors, and research partners alongside SASE faculty. Similarly, our clinical faculty members lend their expertise and practical wisdom above and beyond teaching SASE courses through their engagement in grant projects and professional development opportunities. Our collective efforts (some of which are highlighted in this newsletter) pay homage to John Goodlad and his vision of simultaneous educational renewal. You can read more about Goodlad's legacy at: http://tinyurl.com/johngoodlad.

SASE GA Farewell

It is time to bid farewell to three extraordinary Graduate Assistants as they embark on the road to student teaching next semester. Brian Hoesly has finished his work and research with doctors Zaal and Naiditch. His area of concentration is teaching Social Studies and students with disabilities, and he has been a GA for four semesters. Melissa McHugh has also finished the developments she has made with Dr. David Keiser. She is also a future Social Studies teacher and is also studying students with disabilities. Christian Acosta, is completing an era of hard work with Dr. David Schwarzer, before pursuing his final semester with a concentration in Spanish. These three GAs will be missed around the office for their inspiring discipline, contagious joy, and enviable intelligence. We wish them the best of luck and a great final semester.

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Dr. Naiditch Keynotes for NJ Council for Social Studies

On November 23, Dr. Fernando Naiditch was the keynote presenter at the 2014 New Jersey Council for the Social Studies (NJCSS) annual conference hosted at Rutgers University in New Brunswick. According to the Council’s webpage (www.socialstudies.org) a major goal and accomplishment of the NJCSS is to bring together educators from all social studies disciplines, including history, economics, political science, sociology, geography, anthropology, and psychology. Dr. Naiditch spoke for approximately 30 minutes on what it means to be a culturally responsive teacher in the social studies classroom.

The audience, including over 300 social studies teachers and administrators, learned about different levels of diversity, funds of knowledge, and how diversity can be used to enrich the classroom setting. Naiditch commented, “with over forty percent of school-aged children in the United States being minorities, it is important to think critically about how we teach and engage students in the classroom.”

The presentation was informative and funny, but also had a sense of warmth and depth due to Dr. Naiditch’s personal anecdotes. Brian Hoesly, a Dual Certification-Masters in the Art of Teaching student with a concentration in social studies also attended the event and said about the presentation, “Dr. Naiditch did a great job. At times he had the whole audience laughing, and at other times he was interactive, asking questions and trying to get people involved in a conversation about just how important these issues are. I overheard one member of the audience say, ‘this is just what we needed.’”

To read more about Dr. Naiditch’s work on diversity education, visit http://tinyurl.com/naiditch.

LGBTQ Safe Space Training for Students

On Monday, November 3rd, several students and teachers from SASE attended a four-hour long Safe Space training session hosted by Brian Edwards and the Lavender Leaders of Montclair State University’s Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) Center.

This informative and sometimes emotional workshop covered a wide range of topics, from terminology, to how to best serve the members of the LGBTQ community here at Montclair State University and abroad. The main goal of the seminar is to “work to end homophobia, biphobia, transphobia, cissexism, and heterosexism on campus and create a visible network of support for the LGBTQ community.” One attendee, Melissa McHugh said, “I really enjoyed the workshop. Brian provided us with a lot of great ways that we can advocate for our LGBTQ students in schools.”

Dr. Mayida Zaal, also in attendance, invited Mr. Edwards present a mini-seminar to her Teaching for Learning 1 (SASE 451) class and would like to see this training become more widely adopted within the teacher education program. Dr. Zaal claims, “One of the goals of our Teacher Education Program is to prepare culturally responsive teachers. This workshop is critical to that effort as it helps students interrogate the role they can play as future teachers in creating welcoming spaces for lesbian, gay, bisexual, transgender students and their families.”

If you have any questions, if you wish to learn more about LGBTQ issues, or if you wish to attend the next Safe Space Training session, please contact the LGBTQ Center at 973-655-7916 or email lgbtq@mail.montclair.edu.
Montclair State University Hosts First Annual Day of Mindfulness

Dr. David Keiser of SASE, in collaboration with the Research Academy for University Learning at Montclair State University, led the first Annual Day of Mindfulness (September 22, 2014) here on campus. The event was also supported by other programs on campus, such as the Council for Faith and Spirituality, Equity and Diversity, the Office of Health Promotion, and the Contemplative Pedagogy and Practice Fellows. The Day of Mindfulness is intended to spread awareness of how mindfulness can benefit overall health and wellbeing; and how mindful teaching is simultaneously accessible, secular, and pedagogically sound. The day started with an inspiring speech from Mark Van Buren, author of Be Your Sh*tty Self: An Honest Approach to a More Peaceful Life, in which he encouraged audience members to be aware of and open to all aspects of life. Van Buren’s presentation was followed by a discussion about mindfulness in higher education facilitated by Shalom Gorewitz of Ramapo College where Gorewitz teaches a course on contemplative practice. Following the presentations, the day was broken into various sessions, such as “Increasing Student Success Through Self-Awareness,” and “Song and Drum from an Indigenous Perspective.” Dr. Keiser stated, “given our limited university- and budgetary support, we were and are able to carve out contemplative spaces and pedagogies, and this first Annual Day of the Mindfulness helped spread the word. As our flyers read, “You are here. Be present.” To learn more about mindful learning practices for the classroom, visit http://www.montclair.edu/academy/contemplative-pedagogy/toolbox/.

Meet our Newest SASE Adjunct: Susan D’Elia

Welcome Susan D’Elia, SASE’s newest adjunct professor. Professor D’Elia is teaching the professional year courses, Teaching for Learning I (SASE 526) and Fieldwork (SASE 527). As a graduate of Columbia University’s Teachers College and a middle grades Language Arts/Literacy Teacher in Ridgewood Public Schools, D’Elia strives to offer her students both a theoretical and practical approach to teaching and learning. She is currently a She decided to enroll in the TETD doctoral program after serving as a cooperating teacher for students wishing to become quality educators. “I find helping fellow teachers to begin their careers to be extremely rewarding as I also benefit in my own professional practice,” says D’Elia. “The Teacher Education and Teacher Development doctoral program at MSU is a great fit for teachers looking for guidance in training future teachers.” D’Elia’s research interests include student teaching, teacher education and teacher mentoring. D’Elia plans to present with her doctoral student colleagues in the areas of curriculum negotiation and student advocacy at the Annual Meeting of the American Educational Research Association in Chicago this coming April.

Next semester D’Elia along with a group of Masters in the Art of Teaching (MAT) candidates hope to present at the New York City Writing Project’s Teacher to Teacher Conference. “This is a great opportunity for my students to build their resume, make connections, and reflect on their teaching practices.” D’Elia looks forward to growing as a scholarly practitioner here at Montclair State University.

Susan D’Elia
Zulejka Baharev joins SASE as a clinical specialist within our special education programs. She is also the coordinator for the Educational Assessment and Intervention Services (EAIS) in UN 3119. The EAIS clinic provides high-quality educational evaluations and interventions for students from kindergarten through college, as well as provide hands-on experience to graduate students at Montclair State who are pursuing their Learning Disabilities Teacher Consultant (LDTC) certification. Currently Baharev teaches SPED 587 (Advanced Instructional Technologies for Student Learning) and SPED 590 (Practicum in Learning Disabilities), which uses the EAIS as a clinical setting.

Baharev is currently pursuing a doctoral degree in special education at Rutgers University. Her primary area of focus is the encoding function of students and the effectiveness of various study strategies; however, she is also interested in examining specific learning disability identification methods, the relationship between cognitive ability and certain academic skills, as well as foreign language acquisition in English language learners.

Baharev began her career in Budapest, Hungary where she earned her degree in conductive education and elementary education from the Peto Andras Teachers Training College and Educational Institute for the Physically Handicapped, and subsequently worked as a conductive education teacher at the International Peto Institute, as well as in the United States. Conductive education is a multidisciplinary approach in educating individuals with cerebral-motoric disabilities such as cerebral palsy, spina bifida, and traumatic brain injury. Her work as a conductive educator led her to pursue her career as a special educator and learning disabilities teacher consultant.

The CULTure of Normalcy

On November 12th about 100 students, staff, and faculty gathered for The CULTure of Normalcy. The event featured a screening of the 2013 documentary, FIXED: The Science/Fiction of Human Enhancement, followed by a Q & A with the filmmaker, Regan Brashear, and an open dialogue about film themes. Many students and faculty participated in the dialogue and spoke about the need to deconstruct the concept of “normal” and noted the need for a disability rights discussion on campus. The Special Education Conference series of SASE co-sponsored the event with the Early Childhood, Elementary & Literacy Education department, the Department of Anthropology, the College of Humanities and Social Sciences, and the College of Education and Human Services.
iSTeM Faculty Spotlight; Margret Ragi

Margret Ragi is a new mentoring coordinator in the iSTeM program. Ragi works with the mentor teachers and teacher candidates in Bloomfield Middle School and in Carteret and Brookdale Elementary Schools conducting professional learning communities (PLCs) in Response to Intervention (RtI), co-planning and mentoring. Ragi has worked in public education for 18 years as a teacher of students with disabilities and as a Learning Disabilities Teacher Consultant (LDTC) in the Cresskill Public Schools system and in the Bergen County Special Services School District. Ragi’s curiosity about special education law led her to Seton Hall University Law School, from where she graduated and subsequently began a private practice that specialized in disability law. She is currently an adjunct professor at Montclair State University and has taught SASE 310 (Inclusion in Middle and Secondary Schools).

The transition to iSTeM Mentoring Coordinator at Bloomfield Middle School has been smooth, but Ragi admits that there was a great deal to learn about the "big picture" of the iSTeM grant and how it is uniquely implemented at BMS. She eases this transition by spending time in the classrooms, listening to the mentor teachers’ insights and explanations, and seeking ways to actively support the mentor teachers. For Ragi, the most rewarding part of her job has been her involvement in instructional co-planning sessions. She believes that the co-planning meetings are instrumental in not only co-planning content, but also in helping to incorporate feedback into future lessons and units.

Ragi urges new and future teachers to “recognize and accept that as a new teacher you will face daily challenges, failed lessons, and behavioral plans that need to be reworked several times. Rely on your skills, knowledge, training- seek out colleagues- and don't be so hard on yourself”.

Global Education Summer Program

Over the summer, Dr. Nancy Tumposky and SASE adjunct professor Joan Streit took part in the Global Education Summer Program. The event focused on acclimating 10 professors, primarily from China, as well as from Korea and Syria to “American English and American culture” The one month program incorporated four nights of classes per week, as well as leisure activities such as sightseeing on Fridays. The sightseeing trips included New York highlights such as Times Square and Ellis Island; Philadelphia highlights like the Philadelphia Museum of Art; and locations in New Jersey such as Princeton University.

The courses offered touched upon an array of different topics such as spoken English, the methodology of English, writing, and American culture. Professor Streit and her colleagues felt that these courses were vital in implementing a firm understanding of the aspects surrounding American English. Overall, the program was a tremendous success. Professor Streit commented that the program “centered around an exchange of knowledge between colleagues rather than focusing on the traditional teacher-student dynamic.” It was refreshing for professors from Montclair State University to discuss various topics and she looks forward to participating in the future. For more information on Global Education at Montclair State University, visit http://www.montclair.edu/global-education/
Dr. Monica Taylor’s Visit to Monash University in Melbourne, Australia

This past May, Dr. Monica Taylor, an associate professor in SASE was invited to be a Visiting Scholar at Monash University in Melbourne, Australia. John Loughran, of the founding self-study scholars and the current Dean at Monash University, has been a mentor to Dr. Taylor for the past twelve years. During her visit, Dr. Taylor shared her knowledge and experiences of building partnerships with schools in New Jersey through the Montclair State University’s Network for Educational Renewal (MSUNER). The faculty members at Monash University were particularly interested in learning how to strengthen relationships with schools, by creating ways in which both teachers and faculty can work together as teacher educators.

Dr. Taylor’s visit involved both formal and informal meetings with faculty, during which she spoke about her experiences first developing and facilitating professional development school partnerships with Grover Cleveland Middle School in Caldwell, New Jersey and her more recent research with SASE colleague, Dr. Emily Klein. Dr. Taylor and Dr. Klein’s most recent project is developing and leading the secondary cohort of the Newark Montclair Urban Teacher Residency in Newark, New Jersey.

While meeting with some of Monash University’s faculty field advisors and school coordinators, Dr. Taylor helped to discuss ways in which the university could strengthen the field component of its teacher education programs. Among the faculty was one of Dr. Taylor’s former students, Nathan Brubaker, who is currently an Elementary Education professor at Monash University. Dr. Taylor also met with Dr. Rachel Forgasz, a lecturer in the Faculty of Education at Monash University, with whom she has shared a collaborative relationship on teaching. Dr. Forgasz’s work on the ‘Rainbow of Desire,’ a self-study of enacting reflective teacher practices, has helped Dr. Taylor to think more closely about her own use and teaching of embodied epistemology. As a way to dig deeper into this work, both Taylor and Forgasz have agreed to participate in more embodied learning experiences. This semester in particular, Dr. Taylor has begun practicing 5rhythms, a dynamic movement practice which attempts to examine emotions through dance and the body, rather than through words.

One of the highlights of Dr. Taylor’s visit also included her giving a formal presentation, during which she talked about her research with Dr. Klein and Linda Abrams, a TETD doctoral student, on how to foster third spaces in teacher education. The full context and findings of Dr. Taylor’s presentation can be found in the journal article, “Tensions of Reimagining Our Roles as Teacher Educators in a Third Space: Revisiting a Co/autoethnography Through a Faculty Lens.” During this presentation, Dr. Taylor met with Kathy Jordan, a professor at RMIT University in Melbourne. Dr. Jordan was so excited by the work on third space that she and a colleague, Dr. Jennifer Elsdon-Clifton, came to New Jersey from October 9-15 to visit with Dr. Taylor at Montclair State University, to see how third space is being used with our school partners in teacher education.
Around the iSTeM Program

“Gearing up” with the Bloomfield Middle School Robotics Club

The student teachers of Bloomfield Middle School have been churning up excitement with their newly created BMS Robotics Club. Supervised by SASE student teachers Alex Visakay, Jill Bowne, Niobel Torres, and Pohun Chen, Bloomfield Middle School students get a weekly opportunity to design and build their own robots. They have established a unique stress-free space that harbors fun, creativity, learning, and innovation.

During the inaugural week over 70 students arrived for their opportunity to learn about robotics. The club has seen a healthy mix of both male and female participants. Week to week, it has maintained attendance as the students are eager to keep making progress on their individual projects. The robots are assembled in a similar fashion to Lego’s, and Modkit programming software is used to bring the robots to life. As of right now, the students have two choices for the basic structure of their robot. They can either build the “basic car” or the “autopilot car”. The basic car requires constant controlling, while the autopilot car is outfitted with sensors and can navigate on its own. The student teachers have provided all of this information on a well-designed website that is easily accessible to their students. This afterschool enrichment club is a valuable activity and substantially enhances the overall learning experience of the students. It helps strengthen student interest in math and science, and will hopefully carry over into the classroom. The administration is excited about the success of the club and hopes it will become sustainable from year to year.

Summer in Inclusive iSTeM

This past summer, students in the Dual Certification- Masters in the Art of Teaching program were introduced to iSTeM through a course taught by SASE professor Vincent Walencik and engineer Harry Roman. This course, titled “Innovations in Teaching” (SASE 522) is a valuable tool for future teachers of iSTeM as it explains the importance of cross-content area preparation and moving away from teaching science and mathematics as separate entities. The program advocates that, rather than lesson planning for a particular subject, teachers can work together to provide students with a seamless and beneficial education that bridges the math and science. This can be accomplished through design-based pedagogy and the engineering design processes within STEM classrooms.

Students with content backgrounds of science and mathematics collaborated to create Content Drive Design Challenges, problem-based lessons driven by curricular standards of Technology Literacy, Common Core Math, and Next Generation Science Standards.

Too often, teachers provide students assignments that they the teachers can solve themselves; iSTeM presents problems with multiple solutions, which in turn encourages students’ creativity through the use of the engineering design process. According to Professor Walencik, “It is not my job to show you how smart you are. It is my job to show you how smart you can be.”
Important Dates - Winter and Spring, 2015

Winter 2014/2015

December 19: First Day of Classes

January 5: In-Person meetings for Hybrid Courses Begin (maximum 10 face-to-face class meetings)

January 16: Last Day of Classes

January 14th @ 6:00: Orientation for New SA-SE Admits to Post BA/MAT Program

Saturday, January 17th @ 10:00AM: Graduate Student Development Conference (sponsored by the Graduate School)

Spring 2015

January 19: Martin Luther King Day (No Classes)

January 20: First Day of Classes

March 9-15: Spring Recess

April 3-5: Easter Holiday (No Classes)

May 5: Tuesday designated as a Friday

May 5: Last Day of Classes (Sunday, May 3, for Friday evening and weekend classes)

May 6: Reading Day

May 7-13: Examination Period

May 13: End of Semester

May 17: College of Education and Human Services Convocation (2:00pm)
Graduate School Convocation (7:00pm)

May 18: School of Business Convocation (2:00pm)
College of the Arts Convocation (7:00pm)

May 19: College of Humanities and Social Sciences Convocation (2:00pm)
College of Science and Mathematics Convocation (7:00pm)

May 20: Rain Date for Convocations

May 21: Rain Date for Convocations

May 20: Commencement (4:00pm; Prudential Center, Newark)