From the Chair

On one of the many snowy days this past January the faculty from the department of Secondary and Special Education gathered for a full day retreat centered on the topic of "Integration."

The day was filled with mindful conversation about our current programs and initiatives and interspersed with yoga sessions led by our very own Department Administrator, Susan Hagen. The retreat generated momentum to renew our masters programs in teaching and special education; to leverage the strengths that have emerged from radically imaginative initiatives such as the inclusive iSTEM and the Newark-Montclair Urban Teacher Residency (NMUTR).

You will see some of the fruits of these labors in this Spring newsletter. You will also see the skills and hard work of a spectacular cadre of graduate assistants and doctoral fellows who are not only supporting faculty teaching and scholarship in diverse ways, but are also driving this work through social media channels.

I invite you to be part of this renewed conversation by joining the SASE listserv (at lists.montclair.edu) and by following this work on Twitter @MontclairSASE.

Montclair State
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The Return of Educational Assessment and Intervention Services

The Educational Assessment and Intervention Services (EAIS) has reopened after a brief hiatus! This service evaluates children, aged kindergarten through college, and provides information to facilitate their academic success. Parents or guardians who believe their child could benefit from an educational assessment are encouraged to take advantage of this valuable resource. Evaluations are conducted by students in Montclair State University’s LDT-C program under the supervision of clinical professionals. At the conclusion of the evaluation the child will receive an instructional plan, including strategies that will help improve their skills and success in school.

To schedule an evaluation please contact Maureen O’Connell at oconnellma@mail.montclair.edu or 973-655-5342. The EAIS testing center is located on the third floor of University Hall room 3119. Spring and summer hours are Tuesdays from 5pm-8pm and Saturdays from 9am-1pm.
SASE Graduate Assistant Presents at NJCTE

Joanna Mirsky, a graduate assistant with the department of Secondary and Special Education spoke at Montclair State University for the annual New Jersey Council of Teachers of English (NJCTE) Conference. NJCTE is an affiliate of the National Council of Teachers of English (NCTE), whose mission is to “promote the development of literacy, the use of language to construct personal and public worlds, and to achieve full participation in society through the learning and teaching of English and the related arts and sciences of language.”

Mirsky’s presentation, titled “Constructive Writing Feedback in the Literature Classroom,” focused on the application of practical materials designed to assist with teacher feedback on student writing. Special consideration was given to the use of rubrics, self-evaluation, peer review, and reciprocal feedback. Mirsky said her goals were to help teachers to “enable students’ development of an individualized writing process and students’ ability to assess and revise their own work.” This was Mirsky’s first NJCTE presentation and she would be thrilled to present again: “It was gratifying to hear that teachers found my ideas practical and productive … I look forward to the opportunity to present again in the future.”

CARE for Teachers
(Cultivating Awareness and Resilience in Education)

One of the main challenges for teachers is classroom management – or more specifically, creating classroom communities that benefit both the teacher and his or her students. CARE for Teachers, a program developed by the Garrison Institute and Dr. Patricia Jennings, now of the University of Virginia, encourages educators to take care of themselves so they can effectively take care of their students. The program promotes the integration of awareness, compassion, and resilience in teaching while also helping teachers reduce their own stress levels, thus mitigating teacher burnout. Dr. David Lee Keiser has been working with CARE for Teachers since 2008 leading professional development seminars and summer retreats. Recently, Dr. Keiser became CARE’s first graduated facilitator.

The CARE for Teachers program works with schools to provide professional development sessions and to incorporate a “CARE curriculum” in the schools. The CARE for Teachers summer retreat is an annual, intensive event that attracts educators from across the United States and internationally. These seminars and retreats encompass aspects of basic neuroscience in conjunction with social and emotional learning. They also include an interactive, contemplative component in which participants practice mindfulness and consider how they can bring these techniques into the classroom.

Dr. Keiser looks forward to potentially bringing the CARE model to Montclair State University in hopes of further equipping teacher education students with the tools to help themselves and their students flourish academically, socially, and emotionally. For more information visit care4teachers.org.
‘Third Space of Education’ at Work in Newark

Dr. Monica Taylor, Dr. Emily Klein and Linda Abrams have recently published a research article titled “Tensions of Reimagining Our Roles as Teacher Educators in a Third Space: Revisiting a Co/auto-ethnography Through a Faculty Lens.” In this article, Drs. Taylor and Klein and Ms. Abrams address the “third space” in education and the importance of self-reflective practices for all teachers. The third space refers to a hybrid space of connection, in which new and experienced teachers can share their knowledge in order to grow as educators. There is a fundamental gap between theory and practice in the educational world; the third space aims to bridge this gap and to bring pedagogy into the relevant forefront of the classroom. In the fall of 2010, Montclair State received a five-year Teacher Quality Partnership Grant to establish the NMUTR, an Urban Teacher Residency program for teachers in a Newark public school. The goal of the NMUTR program is to establish a third space for residents, mentors and cooperating teachers in the Newark school system. In this self-study, residents work alongside mentors, creating curriculum, co-teaching and conducting research in order to fully immerse themselves in the third space of education. The NMUTR program fosters a community in which students, teachers, faculty, residents and mentors exist in relation to one another; all experiences, knowledge, and voices are appreciated and shared in a communal space of understanding.

Dr. Schwarzer Speaks to FLTAs on Cross-Cultural & Crosslinguistic Education

Over winter break, Dr. David Schwarzer was invited to be the closing keynote speaker at the two day Fulbright Foreign Language Teacher Assistant (FLTA) Midway Conference. Conference participants were Teaching Assistants from around the world, including countries such as Turkey, Japan, and Brazil. These FLTAs help teach foreign languages in universities all over the USA and are leaders of various international clubs. The main purpose of the keynote was to present innovative pedagogy for engaging students in cross-cultural experiences in the USA and to reenergize the Teacher Assistants for their second semester.

In his speech “Creating Learning Experiences to Enhance Cross-Cultural and Crosslingual Understanding: The Fulbright Borscht Recipe,” Dr. Schwarzer used interactive techniques to engage the audience. By utilizing an interactive poll, through which members of the audience could respond in real time and information collected by moderators during the conference, the presentation developed organically from participants’ responses.

Dr. Schwarzer closed the conference by presenting a video clip created by a Fulbright alumni, in which students engaged in the preparation of a “borscht” (a traditional soup from Russia) as a hands on cross cultural experience. Dr. Schwarzer used the “borscht recipe” as a metaphor both for making cross linguistic and cross cultural experiences meaningful to the participants, as well as to emphasize the idea that every teacher must develop their own ‘recipe’ for engaging students in the classroom. Overall, the experience enriched the teaching assistant’s cross-cultural and crosslinguistic awareness. According to Dr. Schwarzer the event was “a big hit” and he looks forward to participating again next year.

Dr. David Schwarzer (SASE)
iSTeM Summer Camp Expansion

The Inclusive iSTeM program (led by Dr. Jennifer Goeke) is expanding its Summer Camp program. The camp provides an inclusive setting where students partake in content driven design challenges to build problem solving skills, increase understanding of middle school math and science content, develop cooperative learning and team building skills, and understand how technology and the engineering design process are used to solve real world problems.

Last year, the camp took place at Bloomfield Middle School (BMS) and was run by teachers Danielle Testa (Administrative Director) and Irene Cohen (Curriculum Director). It served students from sixth to ninth grades and ran on a half day (morning) schedule from Monday through Thursday. This year, the camp is expanding from a half day schedule to a flexible schedule where students may attend a morning session, an afternoon session, or the full day.

Additionally, the Summer Camp will be expanding to another location, the Thomas Edison National Historical Park in West Orange, New Jersey. The camp at that site will be run by SASE graduate students Niobel Torres and Pohun Chen. They will be assisted by BMS teacher, Erica Spatz. This location will serve students from fifth to eighth grade and will also run a flexible schedule where students may attend either half of the day or the full day.

The dates for this year’s camp at BMS are June 24th to July 25th. The camp at Thomas Edison National Historical Park will be open from July 7th to August 1st. For more information, please visit http://www.tinyurl.com/istemcamp.

Inclusive iSTeM presentation at Saint Peter’s University

This past January, The Association of Mathematics Teachers of New Jersey hosted their 6th Annual Special Education and Mathematics Conference at Saint Peter’s University. Dr. Jennifer Goeke, founder of the Inclusive iSTeM program, participated in this event as an invited speaker. The conference content was aimed at teachers of all grades and concentrated on utilizing Common Core State Standards and preparing students for assessment.

Dr. Goeke, along with iSTeM project coordinator, Ms. Francesca M. Ciotoli, focused their presentation on “The Content Driven Design Challenge – A Model for Increasing STEM Access for All Students.” The presentation gave a brief overview of the Inclusive iSTeM program, its mission, and the engineering design process that is implemented in classrooms. In order to illustrate practical examples of Inclusive iSTeM in the classroom, cooperating teachers from Bloomfield Middle School were enlisted to showcase how they have implemented iSTeM programs in their classrooms. Co-teaching team Jessica Herrera and Danielle Testa spoke about planning content driven design challenges in a Mathematics classroom. General education inclusion teachers Nana Han and Irene Cohen, (recipient of the New Jersey Teacher of the Year Award), talked about iSTeM and the Common Core Standards.

Of the event Dr. Goeke said, “This is the culmination of almost two years of extremely hard work...audience members noted that this is what true co-teaching in inclusive classrooms should be: not just co-teaching, but also co-planning and co-assessing. This is what the Inclusive iSTeM model is all about.”
Eyes Wide Open: This is Media
Film Screening and Panel Discussion

As part of a digital media literacy campaign, Pivot TV, in conjunction with The National Association for Media Literacy Education, sponsored screenings of Eyes Wide Open: This is Media, a film about the role of the public as media consumers. This compelling documentary asks the question of where the line divides the “public” and “private”, while questioning the integrity of media sources.

Dr. Vanessa Domine was one of only 15 current National Association for Media Literacy Education (NAMLE) members to be awarded a $1000 grant to host this exciting event at Montclair State. The grant allowed for an open screening of the documentary, followed by a panel discussion. Dr. Domine moderated the discussion featuring panelists from various educational fields.

The panel members were Harry Haines (Professor, School of Communication and Media, Montclair State University), Rhys Daunic (Director, the Media Spot, NYC Public Schools), Charity Dacey (Director, Teacher Education Admissions and Retention, Montclair State University), and Gregg Festa (Principal, Panther Academy, Paterson Public Schools).

The panelists each presented a distinct observation that further enhanced the weight of the documentary, highlighting the seductive nature of technology and the uncritical consumption by most media users. A lingering question at the end of the discussion was how educators can promote the use of technology and media in the classroom, while providing students with the tools to critically analyze the media they are fed and what they decide to output. Charity Dacey poetically summed up this concern saying, “We are all responsible for what we share” as now there is a “permanent imprint of the tree landing in the forest.” Unlike the case of the proverbial falling tree, though there may not be an apparent consumer of media output, there is always someone watching, listening or receiving the message.

SASE On Twitter

The faculty and staff in the Department of Secondary and Special education have been hard at work bringing the department into the 21st Century through online platforms that not only showcase the great work of the department, but also provide easily accessible information to the Montclair State community.

One of these new online resources is the official department Twitter account. @MontclairSASE is up and running and provides a great new resource for disseminating information to a new generation of college students. This resource will be used to keep the Montclair State University community informed of and connected to the latest news and events from the Department of Secondary and Special Education.
**Department Well Represented at 2014 AERA**

Among the more than 30 Montclair State University faculty members who participated at this year’s AERA conference, 10 were members of Department of Secondary and Special Education (SASE). The American Educational Research Association (AERA) is a national research society that encourages knowledge, inquiry and research to improve education and serve the public. The theme of the 2014 meeting was “The Power of Education Research for Innovation in Practice and Policy.” SASE faculty presented papers, chaired discussions, acted as discussant, and participated in invited sessions and roundtable discussions.

**Dr. Susan Baglieri**  
Chair of roundtable session: “Family Stories, Stories of Family”

**Dr. Ana Maria Villegas**  
Presented in session: “Research on Teacher Preparation: Charting the Landscape of a Sprawling Field.” Discussant in session: “Redrawing the Map: Toward a Complex Theory of Initial Teacher Education.”

**Dr. Emily Klein & Dr. Monica Taylor**  
Featured papers: “Inquiring and Facilitating Inquiry With Students: Residents Develop a Social Justice Teaching Stance” (with Kathryn Jill Strom, Gail M. Perry-Rider) and “Negotiating the Boundaries as Third Space Educators: Faculty and Mentors Co-construct Curriculum and Instruction for an Urban Teacher Residency”

**Dr. Monica Taylor**  
Featured Paper: “Teacher as Researcher, Teacher as Scholar and Teacher as Leader” (with Mike Ryan, Amanda Barone, Leslie Della Pesca, Sona Durgana, Kelly Ostrowoski, Tonianne Piccirillo, & Kelly Pikaard)

**Dr. Douglas Larkin**  
Featured papers: “A Labor and Equity Analysis of the Impact of the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ)” (with Mike Oluwole)  
“‘We Also Can’t Evaluate What We Don’t Know’: Cultural Competence in Assessment and Evaluation for Teacher Quality” (with Gail M. Perry-Rider)  
“Evidence for Growth in Secondary Science Residents’ Knowledge for Teaching in an Urban Teacher Residency” (with Gail M. Perry-Rider)

**Dr. Vanessa Domine**  
Featured paper: “Core Principles of Media Literacy Education as a Framework for Teacher Education”

**Dr. David Lee Keiser**  
Featured paper: “Hammering at the Clouds of Universal Nature: Education Paradox and the Possibilities of Sea Mind”

**Dr. Fernando Naiditch**  

**Dr. Mayida Zaal**  
Featured papers: “Complicit Practices, Entangled Supports: How Education Policies Miss the Mark at Critical Junctures” and “Research Meets Pedagogy Meets Action: Untangling Aims and Methods in Classroom-Based Youth Participatory Action Research” (with Beth C Rubin of Rutgers University & Jennifer Ayala of Saint Peter’s College)

**Dr. Rebecca Goldstein**  
Featured papers: “School Reform and Economic Crisis in Elite News Media: For and by the Elite” and “The Possibilities of Social Imaginaries: Images of Teaching in an Era of Mediatization”
The Wipro Science Education Fellowship (SEF) program, funded by a five-year, $1.3 million grant from IT company Wipro is bringing together students and educators from various disciplines and departments at Montclair State. Under the guidance of Drs. Monica Taylor and Emily Klein (SASE) and Mika Munanaka (College of Science and Mathematics), Doctoral Candidates Kristen Trabona (Teacher Education/Teacher Development), Jason McManus (Mathematics Education), and Shelley Kurland (Teacher Education/Teacher Development) have been working with more than 60 teachers from high-need schools in nearby districts. The Wipro SEF program provides a stipend to science teachers who participate in two-years of professional development in the areas of teacher leadership, reflective practices, inquiry-based pedagogy, and classroom research. “The Wipro grant is so important because with all the changes in education, we often lose sight of what matters and that is what a teacher does in their classroom,” explains Trabona, “This provides the opportunity for the teacher to meet with colleagues and discuss strategies that ultimately benefit kids.” Trabona, McManus, and Kurland are currently interviewing participants and collecting data for later analysis of the program. “The Wipro SEF program helps teachers see and become part of the bigger picture in science education,” comments McManus, adding, “Unlike other research experiences, this experience has allowed me to work with an interdisciplinary team. This has been the most valuable aspect of the experience to me.”

Drew Berkowitz

Drew Berkowitz, a Doctoral Candidate in the Pedagogy and Philosophy program, is currently working on his dissertation under the guidance of Dr. Rebecca Goldstein (SASE). Berkowitz works closely with librarians to show them the “pedagogical diversity of the graphic medium, in order to inspire alternative practices that produce higher levels of overall literacy in students who love comics, but hate other types of reading.” Berkowitz says the attitude directed towards internet-based and fan-based literacies is “overly hostile,” but he believes “the idea that teachers are generally biased against interest-based literacies such as fanfiction is a relatively-unexamined assumption that represents a significant gap in our knowledge of how K-12 teachers approach literacy education.” In April, Berkowitz presented the paper "What Teachers are Not Being Told About Students’ Out-of-School Fan Literacies" at the 2014 AERA Annual Meeting.

Sabrina MisirHiralall

Sabrina D. MisirHiralall, a Doctoral Candidate in the Pedagogy and Philosophy program is currently working on her dissertation, concerning her efforts to use Kuchipudi Indian classical Hindu dance as a pedagogical tool to educate non-Hindus about Hinduism. Her interdisciplinary project intertwines the fields of education, philosophy, dance, postcolonialism, and religion. MisirHiralall’s Self-Study research connects her to Dr. Monica Taylor of the Department of Secondary and Special Education. Recently, MisirHiralall was invited to participate in the Self-Study for Teacher Education Practices Special Interest Group of the AERA meeting in Philadelphia, where she participated in a Doctoral Seminar in an Invisible College Session. MisirHiralall’s recent article “Dance as Portrayed in the Media” is published in the Journal of Aesthetic Education. Her article “The Postcolonial Reality of Using the Term ‘Liturgical’ to Describe Hindu Dance” is forthcoming in the Journal of Research on Christian Education.
Graduate Assistants Step Up to the Podium

Professors in the Department of Secondary and Special Education have been encouraging their Graduate Assistants (GAs) to practice instruction in both the physical and digital classrooms. Several professors in the department have provided opportunities for GAs in the MAT program to teach undergraduate students. MAT-Social Studies and Special Education student Brian Hoesly recently delivered a short information session to Dr. Fernando Naiditch’s Equity and Diversity course. “Actually standing in front of a class and giving a short lesson is a great way to stretch my legs as a future teacher and it gives me the opportunity to see what I am comfortable with, what works, and get great feedback from both the students and Dr. Naiditch,” said Hoesly.

Melissa McHugh, also a dual certification MAT-Social Studies and Special Education student, taught a lesson to Dr. David Lee Keiser’s Teaching for Equity and Diversity course. Her lesson focused on teaching as a cognitive skill and the ways in which we can improve as teachers, which allowed her to get positive student feedback and practice the pedagogy being taught in her masters level courses. Of the experience, McHugh said, “Not only was I was able to practice speaking in front of students, but I was able to relate the course topic to my content area, providing me with excellent practice in planning a social sciences lesson. This experience has made me more confident in my abilities as a future educator.”

Michele Messina, an MAT- Physical Education and Health student has been able to interact with students while working as a teaching assistant for Dr. Vanessa Domine’s course, Integrating Technology Across the School Curriculum. Messina is the first port of call for students who are having difficulties with their assignments, enabling her to “practice assisting student with their individual needs” as she puts it. The GAs are all feeling the authentic value of this classroom experience under the guidance of their professors in the department. Though the primary role of a GA is not typically to help teach classes, some professors see the value in offering this opportunity to students in the Masters in the Art of Teaching program. “There is no substitute for real life teaching,” said Dr. Keiser adding, “Nothing makes me happier than seeing nascent teachers excited.”

Student-to-Student Resources - Coming Soon!

The graduate assistants for the department of Secondary and Special Education are in the process of creating a grass-roots, SASE-affiliated website intended to be used as a central hub of information for students in the Masters in the Arts of Teaching (MAT) program.

On the site, one will find easy access to material on specific content areas, academic calendars, news, events, and important information. More importantly, current and prospective students will find reviews and valuable information provided by experienced graduate students who have successfully navigated what can be a complex program. The information will be vetted for accuracy by the graduate assistants administrating the website.

A YouTube channel is also being created to showcase some of the great programs, faculty, students, and events the department has to offer! The MAT site and YouTube channel are not intended for official advisement purposes, but rather to provide concise and convenient links back to Montclair’s official website, as well as information to help a wide range of people, including current students, prospective students, alumni, and faculty. For more information, contact Vanessa Domine.
Dr. Talida State Represents Montclair State University at Special Education Conferences

Dr. Talida State of the Department of Secondary and Special Education recently participated in two international conferences, the 11th International Conference on Positive Behavior Support (APBS) and the 90th Annual Council for Exceptional Children International Conference (CEC). Her presentations disseminated preliminary findings from the Center for Adolescent Research in Schools, a 10MM National Center funded by the Institute of Education Sciences to develop and evaluate interventions for adolescent students with intensive social, emotional, and behavioral needs. The project was a multidisciplinary effort between Special Education and Mental Health experts, across multiple sites. A comprehensive curriculum focusing on enhancing school and teacher capacity, building youth competence, and increasing family and community supports was developed and then implemented with 647 students. Dr. State and her colleagues were involved in multiple presentations, including leading a strand at CEC on Supporting Adolescents with Emotional and Behavioral Challenges.

Dr. Monica Taylor’s New Book: Gender, Feminism, and Queer Theory in the Self-Study of Teacher Education Practices

Dr. Monica Taylor along with her research and writing partner Dr. Lesley Coia have co-edited a new book, Gender, Feminism, and Queer Theory in the Self-Study of Teacher Education Practices, which explores the implications of gender, feminism, and queer theory on the self-study of teacher education practices. The self-study community is deeply committed to issues of social justice, but this collection is groundbreaking because never before has gender been the explicit focus of its work. In this innovative volume, Taylor and Coia invite both novice and veteran teacher-educators involved in the Self-Study of Teacher Education Practices (S-STEP) Special Interest Group of AERA to examine their own pedagogy through these particular theoretical frameworks. Among the contributing voices in the special interest group, several educators examine how feminist perspectives contribute to their own teaching approaches and practices. Through analysis of specific incidents and dialogues in the classroom, the teachers reflect upon how gender roles and sexual identifications influence their preparation of preservice teachers. In exploring the value of emotion as an epistemology, teachers share stories of how openness and acceptance can positively affect both students and educators. Interactions between students and teachers of diverse backgrounds reflect the importance of creating safe, nurturing classroom spaces, where exploration of gender and sexual identities is not only tolerated but encouraged. Both male and female educators share their attitudes about gender in educational practices and examine the varying perspectives of sexual equality within the teaching world. This book provides the authors space to problematize or explore anew their teaching through deliberate attention to gender, feminism, and queer theory.
Important Dates - Summer and Fall, 2014

Summer 2014

May 6: National Teachers Day
May 19-June 5: First Three-Week Session
May 19-June 12: First Four-Week Session
May 19- August 7: Twelve-Week Session
May 26: Memorial Day Holiday (No Classes)
May 27- July 3 First Six-Week Session
June 16- July 10: Second Four-Week Session
June 16-August 7: Eight-Week Session
June 27: MSUNER Summer Conference
July 4: Independence Day Holiday (No Classes)
July 7-August 7: Five-Week Session
July 14-August 7: Third Four-Week Session (No Friday Classes; 16 class meetings M-R)
August 11-28: August Three-Week Session
August 27: Teacher Education Graduate Student Orientation

Fall 2014

September 1: Labor Day Holiday (No Classes)
September 2: Opening Day (No Classes)
September 3: First Day of Classes
September 30: Undergraduate Admissions Day
October 1: Undergraduate Admissions Day
October 8: Undergraduate Admissions Half-Day
October 26: Prospective Graduate Student Open House
November 1: Comprehensive Exam Application Due
November 20: Comprehensive Exam (SASE)
November 27-30: Thanksgiving Holiday (No Classes)
December 10: Wednesday designated as a Friday
December 11: Last Day of Classes
December 12-18: Examination Period