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Another important partner in our learning community is the ADP center for Teacher Preparation and Learning Technologies. Dr. Domine has published an important article on health education and media literacy; Dr. Goeke and her team just completed the Inclusive iSTEM retreat at the School of Conservation; Dr. Danielle Parisi is leading the 2nd annual Special Education Conference on Response to Intervention (RtI); and Dr. Mayida Zaal has invited our SASE alumni back to the TFLII to serve as mentors to our current students. Finally, Dr. Caren Verde, one of our more senior adjunct professors, and Karen Goldberg, one of our student authors, are also featured in this publication.

A Letter from the Chair

It is my great pleasure to welcome you to our Spring 2013 newsletter. Our very committed Graduate Assistants have excelled one more time, in showcasing the important work of full time faculty, adjunct faculty, students and staff members in our learning community.

In this issue we showcase our students that participated in the New Jersey Chapter of the National Council of Teachers of English. This is particularly dear to me, since I had been quite active in the organization, even nominated for its vice president position.

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ENJOY!

SASE Students React to NJCTE Conference

Students in the department of Secondary and Special Education took advantage of the NJCTE Conference on campus.

Ashley Rillo, a student in the undergraduate dual degree program, thoroughly enjoyed the conference. “I feel like I started the day with more confidence than I had at last year’s NJCTE Conference,” she said. “The keynote speakers, workshops and events served as tools to help me envision my future classroom.”

Miss Rillo was touched by Jerry Weisz’s workshop. “[His] presentation left me with ideas to consider while developing my teaching philosophy. I’ll never forget him shouting, ‘Children need to feel the books!’ as he tossed novels to the attendees.”

She continued, “The experience of the entire day is always so satisfying. There are so many people who all love English and who are after similar goals. It’s really wonderful to be in that atmosphere.”

Michelle Thomas, a student in the MAT program at MSU, also enjoyed the conference for the second year in a row. “Jen Ansbach’s workshops are always great. I feel like I walk out knowing so much more than when I walk in,” she said.

More reaction on pages 4-5.
Dr. Vanessa Domine of the Department of Secondary and Special Education, has recently had an article published. The article, titled "Media Ecologies of Health Literacy: Case Studies of Educational Empowerment," was published in the Journal of Digital and Media Literacy. The article abstract follows: "Government officials and medical professionals are greatly concerned about the health of children (ages 6-11) in the United States due to the increase in obesity-related illnesses. Risk factors include increased physical inactivity through the chronic uses of digital media and technologies and the lack of physical activity during school. While health education is required within U.S. schools, an integrated or holistic approach is absent. This article looks at three case studies of health education through the lens of media literacy. The discussion focuses on various factors that comprise educational ecologies of health literacy. Factors include media climate, collective empowerment, apprenticeships in social justice, and the importance of funding."

To read the article in its entirety, please go to www.jodml.org.
MSU’s ADP Center and Local Schools

Gregg Festa is the director of the ADP Center for Teacher Preparation and Learning Technologies. He is in his tenth year at MSU, bringing a wealth of knowledge from his previous work.

Gregg first worked as a 3rd grade teacher in the Paterson school district, where he found himself helping the principal change ink cartridges, and soon with progressively more technical tasks. From there, he found his calling as a technology coordinator in the Wyckoff school district. It was there that he became involved with the Stevens Institute of Technology Center for Innovation in Engineering and Science Education (CIESE), which enhances student learning through online collaborative interdisciplinary projects such as the Square of Life and the Wonderful World of Weather. Gregg has also been involved with the prototyping of professional development software through the Internet start-up Bigchalk.com and the building of technology resources at North Star Academy charter school in Newark. Among his work at MSU, he was the first director of the ADP Center, designed the “classrooms for the future” used by the COP, and created the Digital Backpacks program. Through this work, he was named one of Tech & Learning Magazine’s 10 Most Influential People in EdTech in 2011.

The ADP Center’s mission is to enhance the education of prospective and practicing teachers, faculty, counselors, administrators and other professionals involved in pre-K through post secondary education. Gregg and his staff achieve this through curating curriculum, assessment and instructional technology resources in the Curriculum Resource Collection, providing access and support for educational technology resources online and at the center, and teaching workshops to make use of these resources. The ADP Center has a wide array of programs in place that can be found at www.adpcenter.org.

Involvement in Local Schools

The ADP Center recently planned and facilitated its annual Classroom Reset Conference, which showcases innovations in teaching and learning using technology. This year’s conference took place off-campus for the first time at Pascack Hills High School, and it featured the implementation of the 1:1 laptop initiative in that school district, which has been running for 9 years. One of the chief digital tools made possible by the initiative and discussed at the conference was the flipped classroom model. Through teachers’ digital recordings and screencasts made available through the cloud, students are able to process course content at their own pace, which allows teachers to spend more time in class moving around to each student and differentiating instruction. A major theme of the conference was the classroom management of devices, and ADP Center staff members Laura Haberman and Danielle Plateroti delivered a presentation on apps for the elementary classroom, which focused on methods of achieving varying degrees of control on apps and devices. Overall, this year’s conference allowed for educators to see digital tools in action. Next year’s conference will be held at Lincoln Middle School in Passaic, which started its own 1:1 laptop initiative in September of 2012.

Coming up in May is the Special Education 2.0 Institute for Educators that is focused on the use of assistive technology in special education such as specific iPad apps and manipulatives like the SmartTable. In June, the ADP Center has partnered with the College of Humanities and Social Sciences to showcase best practices in hybrid and blended instruction in the 3rd annual Emerging Learning Design Conference. While the ADP Center is involved in a great number of projects, Gregg and his staff are always happy to meet and collaborate in bringing learning technologies to the service of improving educational quality.

Above from left: Joe Russo, Jacky Moe, Danielle Boggio, Sabrina Conti, Vinny Plateroti, Kristen Larson, Joe Bavazzano, Danielle Plateroti, Laura Haberman, Alyssa Ercan and Gregg Festa
NJCTE Conference Returned to MSU

The New Jersey Council of Teachers of English (NJCTE) held its annual conference at MSU on April 6, 2013. This year’s conference was themed Beyond the Here and Now.

Dr. Laura Nicosia, a professor of English and Education courses, and the advisor for the undergraduate English Education program, is a member of the National Council of Teachers of English (NCTE) and ran the event.

Guests at the 2013 conference included Laura Harrington, the award-winning playwright, lyricist, librettist and teacher of playwriting at MIT. She is also the author of Alice Bliss, a new young adult novel that is already being incorporated into many schools’ curriculums. Alice Bliss is her first novel.

Also in attendance was Paul Janeczko, recipient of the 2013 Muriel Becker Award for Requiem: Poems of the Terezin Ghetto, and author of The Dark Game, a junior literary guild selection. Mr. Janeczko shared many of his poems, some of which required images that went along with the poems to fully understand them. These images were displayed for all to see.

The third major guest at the conference was Sergio Troncoso, who also attended last year. He is the author of four books, including From this Wicked Patch of Dust, a Kirkus Reviews Best of 2012 winner. Mr. Troncoso was unafraid to share his personal life with the attendees, and explain how it has influenced his writing.

All authors shared humorous, heartwarming stories, powerfully read excerpts from their texts and happily stuck around to talk with attendees and do signings.

Attendees were able to choose 3 workshop sessions to attend throughout the day, and received 7 professional development hours.

From left to right: Laura Harrington, Paul Janeczko and Sergio Troncoso. Source: njcte.com/conferences/

Local Students Create New NJCTE Banner

Students from The Petite Palette Art Studio in Mendham, NJ, were asked to design a new banner for the NJCTE. The students are in various grades from elementary level to high school level.

The banner was revealed at the conference in front of all attendees, with the young artists displaying their impressive work.

The students are instructed by Mary Ann St. Jacque, who runs the private art studio. She gave each young artist instructions to develop a self-portrait in the style of Pablo Picasso (whom they were studying with her). The portraits had to represent a favorite book and their views on reading and writing.
NJ English Teacher Honored at NJCTE Conference

Ms. Jennifer Ansbach, an English teacher in Manchester Township, was presented the Teacher of the Year Award.

Ms. Ansbach has led workshops at the NJCTE conference for two years. This year’s workshop was titled, “Books: Taking Us beyond Here and Now.” The workshop helped attendees find ways to get their students more engaged in reading, focusing on incorporating student choice. Exciting book titles for young adult readers were provided.

In her emotional acceptance speech, Ms. Ansbach shared a bit of advice that she always shares with her students:

“Most importantly, remember that you are loved, and that you matter.”

SASE Students Go on iSTEM Trip

The trip was all day Friday, April 5, and overnight into Saturday.

Attendees: All of the graduate students in our new inclusive iSTEM (integrative STEM) masters program, which was created as a key component of the RePPriSE grant. Chris Anderson is the professor for SPED 522.

As part of SPED 522, students must fulfill certain requirements, including off-campus/nontraditional field experiences in diverse STEM locations. The School of Conservation is a field-based research site that belongs to MSU. The goal of this experience is for students in the Dual Certification MAT/iSTEM program to see STEM research (e.g., related to biology, environmental science, earth science, etc.) happening in an actual field-based setting in real time, to become familiar with the benefits of this educational site for their future K-12 students, and to integrate this experience with their current understandings of inclusive iSTEM education based on program coursework. As the location is quite a distance from MSU and content rich, we were lucky to be able to provide a day and a half experience there.

For most of the group, including myself, this was our first experience in Stokes State Forrest and the School of Conservation (amidst 15,000 beautiful acres). From woodworking to rock wall climbing, black bear ecology to outdoor survival training, the giant fire pit to the ropes confidence course, all we kept saying was that if we were having this much fun and learning so much as adults, imagine taking this trip as a young student!

Special thanks for setting us up with meeting space in the Kittatinny Lounge so that we could fit in an additional seminar experience while enjoying the fireplace, and another special thanks to MSU graduate students and the AmeriCorps Paula, Bob and George for being our guides all weekend, taking us out on the lake in canoes when we had downtime and taking us on impromptu hikes up in the hills and down in Flatbrook.

Thanks also to Lisa Mills for creating our agenda and helping us to schedule and customize the experience to fit our needs!
SASE Student Spotlight

Karen Goldberg, a professional painter and Art Education student here at MSU, sure has been busy. While not working in her focus area of sculpture, she has been hard at work compiling her new book, *Funny Side Up*, an adult/teen humor book that is written under her penname, A.J. Allison. The photo book, which puts eggs in “eggs-tremely” interesting situations, is set to be out in June of 2013, and is already guaranteed a spot as Barnes and Noble’s featured humor book for the month of July.

This project is very different from her first, *Bumpybooks*, which Goldberg co-authored with her cousin, Orton Gillingham-trained reading specialist, Ann Edwards. *Bumpybooks* is a critically acclaimed multisensory, phonetically based “learn-to-read manual” for beginning and struggling readers. The book has received many accolades, including a Moonbeam Children’s Book Award for literacy.

Goldberg appeared at a meet and greet at Watchung Booksellers in Montclair on June 1st. More information on *Bumpybooks* can be found at: [www.bumpybooks.com](http://www.bumpybooks.com).

*Funny Side Up* is currently available at most stores including Barnes and Noble, as well as on Amazon. To view Goldberg’s painting and to learn more about her, please visit: [www.karengoldbergart.com](http://www.karengoldbergart.com).

Students Appreciate TFL I & II Professor

Students at MSU recognize and appreciate what they learn from their professors, especially TFL I and II professor, Caren Verde.

Professor Caren Verde, who teaches TFL I and TFL II, have had some wonderful experiences with her students. “I love teaching my graduate students,” Verde says. She continues, “In fact, I recently had dinner with some of my former students and they shared how TFL I and II with me has helped them in their teaching.”

A former student of hers had the following to say about her and the TFL classes: “She made every effort to let us students know that we were valued and important to each other and her. It really made the class community a treasured experience and it modeled ways to foster that sense of community in our own classes.”

The student goes on to say, “I think that Professor Verde genuinely likes to learn from her students and can impart things upon them that have real world applications to our careers. I honestly feel that I have an advantage over other new teachers because of my experience in her class.”

One of Verde’s classes appreciated her and what she had taught them so much, that they put together a book of her quotes and gifted it to her.

Some of Verde’s inspirational quotes that we can all learn from are: *Teaching and learning is a dual responsibility; Your demeanor determines classroom culture; Fairness does not mean equality; Teaching is an art and a science; and Your goal as teachers is to create a culture of risk taking and sharing.*
Special Education Conference Returns to MSU

The Positive Practices in Special Education Response to Intervention (RtI) conference returns to MSU this year. This second annual conference will extend content provided at last year’s event with a specific emphasis on integrating RtI systems for academic, behavioral and social emotional supports.

New and repeat attendees are invited to participate in teams of administrators, general educators, special educators and specialists. Content will be directed towards all educators working to support student academic, behavioral and social emotional outcomes.

This conference will provide up-to-date research, assessment and intervention strategies related to Response to Intervention approaches for service delivery across general and special education. Educators will enhance their knowledge of best practice in Response to Intervention. Participants will have the opportunity to hear nationally recognized speakers and to attend targeted breakout sessions to best meet their professional needs.

Selected topics include:
- What do RtI systems for academics, behavior, and social emotional needs really look like?
- What does RtI look like in secondary schools?
- What are concrete steps for beginning RtI implementation?
- How does RtI align with other initiatives in my school?
- How do we get parents involved with RtI?

The conference will be held in the 7th floor conference center in University Hall. The keynote speaker this year is Dr. Sarah Whitcomb. She will be speaking about integrating academic, behavioral and social emotional supports. She will also provide practical ways school-based teams can get started in this initiative.

Any questions can be sent to Dr. Danielle Parisi at:
parisid@mail.montclair.edu.
Every year, Dr. Mayida Zaal invites alumni to speak with current student teachers in her Teaching for Learning II class. This year’s alumni panels took place over several class sessions and featured Samantha Soney ’10, Gabriela Peller ’11, Michelle Giblin ’11, and Louis Castano ’12. Using wit and humor, the guest speakers shared stories, tips and concrete advice with student teachers. They focused on issues facing this generation of new teachers, namely landing and keeping a teaching position and understanding the new teacher evaluation process.

Each of the speakers discussed how they applied and interviewed for teaching positions. Samantha brought copies of her resume and cover letter, Louis circulated the mini-portfolio he prepared for interviewers, and Michelle and Gabriela described the ways they made themselves stand out of the crowd. To get a foot in the door, several of them substitute taught after graduation and accepted temporary leave positions. They shared their nerve-wracking interview experiences, their most difficult interview questions, and their ideas for preparing demo-lessons. They encouraged students to highlight what they had learned throughout the Teacher Education Program and in Dr. Zaal’s class, such as using Understanding by Design, implementing differentiated instruction, and employing formative and summative assessment strategies. Michelle, an art teacher in Pompton Plains, said she felt well prepared during interviews and was proud of the top-notch education she had received at MSU. Gabriela, who has served as an Art Teacher in the Wayne Schools, shared ideas for wrapping up the student teacher semester, like asking K-12 students to complete evaluations that the student teachers could include in their portfolios.

The alumni also discussed the challenges and joys of being new teachers. Louis brought copies of the new teacher evaluation system being implemented at Lawton C. Johnson Middle School in Summit where he is a math teacher. He and others described what the process had been like for them during this first year of the evaluation system. They felt that the Teacher Education Program had prepared them to meet the new requirements. Louis emphasized that, “The field of education and the profession of teaching are constantly changing. Good teachers must be open to these changes, constantly self-assess, and work every day to improve.” Speaking to the challenges they will face as they transition from being students to being professionals, Samantha, who is an English teacher in Glen Ridge, reminded them, “You are entering a climate of change where it might not always be happy and good. It might not be what you thought it was at first. But if teaching is what you want, if that’s what’s in your heart, then make it yours.”

Other alumni who spoke to Dr. Zaal’s class earlier this year include Lawrence Bongon ’12, a physical education teacher in Plainfield, and Roberta Spray ’12, a history teacher in Montclair. Lawrence spoke to the class about making the most out of the fieldwork experience and Roberta explained her classroom management strategies. After each presentation, the students expressed their gratitude to the alumni for generously imparting their knowledge and wisdom.