The College of Education and Human Services was awarded a five-year $6,348,000 grant, the largest in University history, from the U.S. Department of Education for the Newark Public Schools – Montclair State University Teaching Residency Program (NMTRP). Dr. Jennifer Robinson, Executive Director of the University’s Center of Pedagogy, is the Principal Investigator. Partners include the College of Science and Mathematics, Newark Public Schools and the Newark Teachers’ Union.

Building on more than two decades of collaboration dedicated to preparing excellent teachers for high-need schools, the NMTRP seeks to improve student achievement by coupling rigorous research-based teacher preparation with the concrete needs and realities of Newark Public Schools.

In the five years of the grant, 100 teacher residents will participate in full-time, paid clinical apprenticeships with highly qualified mentor teachers. Simultaneously, residents will engage in rigorous coursework and will receive a master’s degree and teacher certification in either mathematics, science or elementary and special education. The program began in Spring 2010 with ten residents preparing for dual certification in early childhood/elementary education and special education. The residents are placed in three partner schools in Newark - Franklin, McKinley, and Maple Avenue - and they are working side-by-side with their mentor teachers. The first math and science cohort began in Summer 2010.

Upon completion of the master’s degree, residents will be hired by Newark Public Schools and will receive induction support through the NMTRP, which will also be made available to all new teachers in Newark Public Schools. Intensive, carefully designed professional development will support both novice and experienced teacher mentors in the continued development of their knowledge and skills for teaching, mentoring, and ultimately improving student achievement.

According to Dr. Ada Beth Cutler, dean of the College of Education and Human Services, “This prestigious grant is one of only 28 awarded across the country in 2009. We are extremely proud of this recognition of our experience and expertise in preparing excellent teachers and we look forward to deepening our longstanding partnership with the Newark Public Schools through this project. Urban Teacher Residency programs represent the gold standard in teacher preparation and we are excited to be underway with this groundbreaking project.”

“Innovative strategies, such as this program, are the only hope that high need districts will have in providing plausible, sustainable solutions to the problem of identifying and supporting teachers who possess content expertise and a willingness to teach in challenging academic environments,” according to Dr. Clifford B. Janey, State District Superintendent for Newark Public Schools.
Despite the difficult economic circumstances we are all experiencing, this has been a banner year for the College of Education and Human Services at Montclair State University. We launched two new academic programs - a Ph.D. program in Counselor Education and a master's degree program in Public Health - and both are thriving with exceptional students and dedicated faculty members.

This fall, our first cohort of students will begin doctoral studies in a new and innovative Ed.D. program in Teacher Education and Teacher Development. To meet the needs of our growing student body, we conducted nine searches for tenure track faculty members that yielded eleven impressive new faculty members for 2010-2011, which means a tenured and tenure track faculty of 115 – the largest in our 102 year history.

Our record in teacher education has garnered important new recognition in recent months. Montclair State University’s graduate programs in secondary teacher education and elementary teacher education were ranked 14 and 17, respectively, in the 2010 US News and World Report rankings of America’s Best Graduate Schools. Montclair State’s programs are now receiving the national accolades that New Jersey educators have long bestowed on our programs, faculty, and students and we are honored to achieve this national recognition.

This recognition of University-wide accomplishments in teacher education comes on the heels of two other recent honors. In May, at the Annual Meeting of AERA (American Educational Research Association), the College received the 2010 Wisniewski Award from the Society of Professors of Education. This annual award recognizes an institution that has made “singularly significant contributions to the theory and practice of teacher education.” Over twenty faculty members attended the award ceremony in Denver and joined in the celebration of this honor.

Lastly, earlier this spring, Montclair State was selected by the Woodrow Wilson Fellowship Foundation as one of 27 host institutions for Woodrow Wilson-Rockefeller Brothers Aspiring Teachers of Color Fellows to pursue MAT degrees. These 27 institutions were selected from among 159 invited applicants.

As dean of this august college, I am proud of these awards and recognitions because they are tangible evidence of the awesome talent and expertise of my faculty and staff colleagues; the steadfast support and allocation of resources from our President, Susan A. Cole, and our Provost, Willard Gingerich; and the genuine partnership of schools and agencies in our neighboring communities. Together, we are committed to preparing and working with educators and human service professionals who are engaged in building a healthier, better educated, and more just society. The imperative for our work has never been greater and I look forward to new achievements and milestones at Montclair State University in the new academic year.
Dr. Sara Goldstein, an Assistant Professor in the Department of Family and Child Studies, conducts research that addresses the issue of how adolescents construe their social worlds, and how they learn to manage and cope with peer conflict. She is particularly interested in why some adolescents habitually rely on aggressive strategies in peer conflict, and how aggression and victimization in the peer group impacts social development and academic success. She received her doctoral and master’s degrees from Bowling Green State University.

Research Profile: Dr. Sara Goldstein
Relational Aggression Among Adolescents

Adolescence is a fascinating period of development. The biological, cognitive, and social changes that occur during this time period are unparalleled at any other time of the life course given their overlap with the emerging drive towards autonomy. Typically, teens spend more and more time with their peers and less and less time with their families of origin. Teens become more self-conscious even as they become more self-reliant; and they tend to engage in increasing amounts of social comparison even while they engage in increased introspection.

All of these developments create both opportunities and challenges. Teens begin to plot educational and career trajectories. They also develop deep and meaningful friendships, and eventually begin to experiment with real romantic relationships. These relationships are sources of companionship, comfort, emotional intimacy, and identity development. But these same relationships also can cause complex feelings of hurt, anger, and betrayal. An important social goal, then, of adolescence is learning different ways to navigate a variety of social relationships and the inevitable conflicts that arise in them.

Rather than focus on physical forms of aggression, as many researchers have in the past, Dr. Goldstein explores relational aggression in her work. Examples of relational aggression are defamatory gossip, peer exclusion, or the “silent treatment.” Relational aggression can happen in person or electronically (e.g., through email or via a social networking venue, sometimes referred to as “cyberbullying”), and can occur between friends, acquaintances, or romantic partners. Boys and girls alike use relational aggression, but it is widely demonstrated that relational aggression is the most common type of aggressive response used by girls. This sometimes leaves the impression that relational aggression is a “female” form of social behavior.

Some of Dr. Goldstein’s recent research, published in a variety of peer-reviewed journals such as the Journal of Research on Adolescence, Journal of Youth and Adolescence, Journal of Child and Family Studies, and Journal of Genetic Psychology, shows that teens who are involved with relational aggression and similar forms of victimization (such as sexual and racial harassment) are at an increased risk for a variety of academic and social difficulties such as social anxiety, problems with academic motivation, and decreased satisfaction with their personal relationships. Dr. Goldstein and colleagues also have found that teens exposed to high levels of relational aggression at school are likely to perceive that their school environment is unsafe, and are at an increased risk for bringing a weapon to school.

Given the clear problems associated with relational aggression, it is important to find ways to help teens avoid using this strategy for resolving peer conflict. Until recently, little was known about the development of this type of behavior, so little could be done in terms of finding ways to prevent and intervene upon it. However, research by Dr. Goldstein and colleagues is beginning to highlight ways in which parents, educators, and therapists who work with teens can start to address relational aggression. Dr. Goldstein’s current research is examining how school climate and peer transitions can contribute to the development of relational aggression, and in future work she hopes to explore how experiences with relational aggression impacts future academic and social trajectories.
Teachers and administrators in member districts have the opportunity to work with national and local experts on school and teacher education renewal and to collaborate with neighboring schools and districts. The MSUNER sponsors professional development activities for more than 11,000 teachers and administrators in its member districts. Over the past 20 years, the MSUNER has developed an extensive, research-based professional development program offering members an array of opportunities that enhance teachers’ knowledge and skills and help create a climate of continuous improvement in Network schools. Some examples are:

- **Professional Development Series**: A series of mini-courses on a wide variety of topics related to teaching, including three required mini-courses for cooperating teachers on teaching for critical thinking, culturally responsive teaching, and mentoring and coaching.

- **Teacher Study Groups**: Each district receives up to $1,000 to fund Teacher Study Groups in their district. Teachers work together over the course of the academic year on an area of professional interest or an academic project. Over 300 Teacher Study Groups have been funded by the MSUNER.

- **Dodge Action Research Teams**: Teams of educators from partner school districts conduct a year-long intensive action research/self-study professional development experience that involves researching and transforming teaching practice.

- **Teacher Incentive Grants**: Grant amounts ranging from $100-$200 are awarded to teachers to work on specific short-term projects. The purpose of this grant is to encourage teachers to enhance student learning by experimenting with new teaching strategies and projects.

- **Summer Conference**: An annual conference each June where recipients of the grants described above share their research and best practices with their colleagues through a series of conference presentations and poster sessions.

In the Schools: Spotlight on Professional Development in the Montclair State University Network for Educational Renewal (MSUNER)
Technology Workshops and Annual Conference: MSUNER sponsors technology workshops each semester and an annual January technology conference through the ADP Center for Teacher Preparation and Learning Technologies. MSUNER teachers and administrators participate in workshops on integrating technology into the curriculum.

Teachers as Scholars: Teachers and administrators are provided an opportunity to immerse themselves in scholarly topics and issues in small, liberal arts seminars offered by University faculty. Seminars focus on three main areas: Great Lives and Literatures; Living, Learning, and the Arts; and Science Matters.

For more information, please visit the MSUNER web site at: http://cehs.montclair.edu/academic/cop/njner.shtml. For up to date information regarding events, please visit http://msunernj.ning.com/
Student Spotlight

Melissa Bermudez, B.A. in Health Education

Melissa Bermudez is a May 2010 graduate of Montclair State University, and has received her B.A. in Health Education with a concentration in Public Health from the College of Education and Human Services. She has served the College as a member of the Dean’s Undergraduate Student Advisory Council.

Melissa was inspired to pursue public health by her high school health teacher and was further motivated to major in the subject once she learned of all the possibilities that a career in public health holds. During her time at MSU, Melissa worked on campus at the Ben Samuels Children’s Center and as a Community Assistant in Bohn Hall.

Melissa’s major fieldwork led her on a delegation to Nicaragua, where she studied the public health system and the impact of U.S. policies on the country. Melissa’s experience has motivated her to advocate for Nicaragua by bringing awareness to the public health conditions that exist in that country. In addition to her fieldwork experience, Dr. Amanda Birnbaum, assistant professor in the Department of Health and Nutrition Sciences, selected Melissa to be part of a team that provided technical assistance to six New Jersey public schools that were awarded a grant to fund programs that promoted healthy eating habits and increased physical activity among students. Melissa credits the professors in the College of Education and Human Services for continuously inspiring her love of the field and motivating her to get involved. This year, Melissa plans to attend nursing school to continue her work in the public health field.

Krystal Woolston, M.A. in Counseling

Krystal Woolston is a May 2010 graduate of Montclair State University, and has received her M.A. in Counseling with a concentration in Student Affairs in Higher Education from the College’s Department of Counseling and Educational Leadership. She is a member of Chi Sigma Iota, the honor society for students, professional counselors and counselor educators.

While participating in campus activities as an undergraduate, Krystal decided that she wanted to help other students get involved and develop a sense of community during their college experience, which led her to pursue her master’s degree. Through the course of her master’s program, she interned in the office of Student Activities at Caldwell College and as an academic advisor to student athletes at Seton Hall University.

Krystal is an active volunteer, and has made 13 service trips to New Orleans in the aftermath of Hurricane Katrina. She has cleaned and gutted houses that were destroyed and now teams up with organizations like Habitat for Humanity to build new homes. Her experience has made her grateful for the little things in life that are so often taken for granted.

Krystal is drawn to New Orleans because there is such a sense of hope there. “Although a terrible thing happened to them, the people have such a positive attitude about rebuilding their city.” She encourages others not to forget about New Orleans because they still need help. According to Krystal, once you experience the spirit of New Orleans, you’ll continue to go back.
Dr. Margaret Freedson is a faculty member in the department of Early Childhood, Elementary and Literacy Education. She received her doctoral and master’s degrees from Harvard University, and has conducted educational research in both the U.S. and Latin America. Her current research focuses on bilingualism and early literacy instruction in linguistically diverse, urban preschools.

Faculty Profile: Dr. Margaret Freedson
Meeting the Needs of Dual-Language Learners

The last decade has seen the rapid expansion of publicly-funded preschool services accompanied by growing diversity in the U.S. preschool population—with Hispanics representing the fastest growing group. Among Hispanic children under age five, a large proportion come from homes where Spanish is the primary language spoken. These children begin school as dual language learners (DLLs) – meaning that they are either acquiring two or more languages simultaneously, or they are learning English as a second language while continuing to develop their home language. Disproportionately and persistently high rates of academic underachievement, particularly in reading, complicate long-term prospects for this population (Garcia, Jensen & Cuellar, 2006).

One of the most promising ways to close the gap in reading achievement is to provide high-quality preschool programs. Preschool programs that provide rich language and literacy environments help children develop many early literacy skills that predict later reading achievement – oral language ability, phonological awareness, and print knowledge - with stronger effects observed for more economically disadvantaged and Hispanic children (Dickinson & Sprague, 2001; Gormley, 2007; NELP, 2007; Snow, Burns & Griffin, 1998). Research suggests that the quality of classroom language and literacy environments varies widely and is typically low (Dickinson & Sprague, 2001; Dickinson, McCabe & Essex, 2006).

Dr. Freedson, with colleagues from the National Institute for Early Education Research at Rutgers University, developed the Classroom Assessment of Supports for Emergent Bilingual Acquisition (CASEBA). The CASEBA is a research-based observational rating scale designed to assess preschool classroom quality for dual-language learners (DLLs) with a focus on supports for language and literacy development in both the home language and English. While several existing instruments evaluate preschool classroom quality in general, and language and literacy supports more specifically, no validated instrument measures best practice to support bilingual learners. The CASEBA consists of 26 distinct rating scale items which cluster around six broad aspects of the early childhood curriculum. The instrument is accompanied by a professional development protocol designed to guide teachers and teaching coaches in ongoing efforts to improve classroom practice (Frede, Freedson & Figueras, 2009).

To assess the reliability and validity of the instrument, Dr. Freedson and colleagues collected classroom observation data, coupled with data on children’s learning outcomes in 100 classrooms in 17 of New Jersey’s Abbott school districts with large Spanish bilingual populations. This validation study has produced exciting results suggesting that the CASEBA is a promising new measure of preschool classroom quality for DLLs, with potential applications ranging from research and program evaluation to the identification of staff training needs. Specific findings from the New Jersey study point to the need for early childhood teacher education and instructional policies with a stronger emphasis on classroom supports for both first and second language development if we are to improve preschool classroom quality, and thereby improve long-term learning trajectories for DLLs. For more information regarding references, please email freedsonm@mail.montclair.edu.
New College of Education & Human Services Faculty (2010 - 2011)

Counseling and Educational Leadership

■ HARRIET GLOSOFF, Professor
Ph.D., The American University; M.A., University of Maryland, College Park; B.A., State University of New York, Buffalo
Scholarly expertise: Professional ethics; multiculturalism, with an emphasis on spirituality in counseling; and social justice

■ DOUGLAS LARKIN, Assistant Professor
Ph.D., M.S., University of Wisconsin-Madison; B.S., Trenton State College
Scholarly expertise: Preparing science teachers to teach students of culturally and linguistically diverse backgrounds

■ TANYA MOOREHEAD, Assistant Professor
Ph.D., University of Central Florida; M.A., B.A., University of Connecticut, Storrs
Scholarly expertise: Teacher collaboration and co-teaching in secondary settings; academic achievement of students with mild to moderate disabilities in inclusive settings

Curriculum and Teaching

■ BRIAN CAROLAN, Associate Professor
Ph.D., Teachers College, Columbia University; M.Phil., Graduate School of Arts and Sciences, Columbia University; B.A., Rutgers College, Rutgers University
Scholarly expertise: School and classroom organization, and social networks

■ NICOLE DIDONATO, Assistant Professor
Ph.D., M.Ed., B.S., Rutgers University, New Brunswick
Scholarly expertise: Learning environments that promote middle school students’ development of self-regulated learning

■ JAMAAL MATTHEWS, Assistant Professor
Ph.D., University of Michigan; M.A., Mercy College; B.A., Columbia University
Scholarly expertise: Development of self-regulatory learning skills during childhood, and the relationship between academic identity development, academic motivation, and self-regulated learning in adolescence

Early Childhood, Elementary and Literacy Education

■ PRIYA LALVANI, Assistant Professor
Ph.D., The Graduate Center, CUNY; M.A., Teachers College, Columbia University; M.S., University of Bridgeport; B.A., St. Xavier’s College, Mumbai, India
Scholarly expertise: Social construction of disability, families of children with disabilities, and the sociocultural contexts of inclusive education

■ BREE PICOWER, Assistant Professor
Ph.D., New York University; B.A., University of Michigan
Scholarly expertise: Critical Inquiry Groups as a way to support urban teachers to teach for equity and social justice

Educational Foundations

■ ANGELA CHALÉ, Assistant Professor
Ph.D., Purdue University; M.S., New York University; M.A., University of Virginia; B.A., Barnard College, Columbia University
Scholarly expertise: Relationship between physical activity and nutritional supplementation in mobility-limited older adults with muscle loss

■ LYNDAL BEE LIAN KHAW, Assistant Professor
Ph.D., M.S., B.S., University of Illinois at Urbana-Champaign
Scholarly expertise: Family violence and family dynamics in families of diverse backgrounds

■ CHIH-YUAN STEVEN LEE, Assistant Professor
Ph.D., University of Minnesota, Twin Cities; M.S., Auburn University; B.A., National Taiwan University, Taipei, Taiwan
Scholarly expertise: Prevention, intervention, depression and suicide, social support, low-income families, and cross-cultural research on family relationships

Family and Child Studies

■ JAMAAL MATTHEWS, Assistant Professor
Ph.D., University of Michigan; M.A., Mercy College; B.A., Columbia University
Scholarly expertise: Development of self-regulatory learning skills during childhood, and the relationship between academic identity development, academic motivation, and self-regulated learning in adolescence

■ BREE PICOWER, Assistant Professor
Ph.D., New York University; B.A., University of Michigan
Scholarly expertise: Critical Inquiry Groups as a way to support urban teachers to teach for equity and social justice

Health and Nutrition Sciences

■ ANGELA CHALÉ, Assistant Professor
Ph.D., Purdue University; M.S., New York University; M.A., University of Virginia; B.A., Barnard College, Columbia University
Scholarly expertise: Relationship between physical activity and nutritional supplementation in mobility-limited older adults with muscle loss