Montclair State University has appointed Francine P. Peterman as the new dean of its College of Education and Human Services. Peterman joins Montclair State from Queens College of the City University of New York, where she was a professor and dean of education.

“We are delighted to announce Francine Peterman’s appointment,” said Montclair State University President Susan A. Cole. “She is a dedicated educator and an able and creative administrator whose leadership will continue to advance the College of Education and Human Services’ core commitment to educational excellence.”

“I have long been committed to fostering collaborative educational partnerships that positively impact both individuals and communities,” said Dr. Peterman. “Montclair State’s College of Education and Human Services has a long history of partnering with local schools and agencies to make a difference in the lives of children, their families, and communities. I look forward to participating in its distinguished tradition of innovation and national leadership.”

Throughout her 20-year career as an educator and administrator, Dr. Peterman has been committed to serving both institutional and broader educational communities. She is the author of numerous scholarly publications and has presented papers nationally and internationally on topics related to urban teacher education and assessment. She has been the principal investigator of numerous federal, state, and foundation grants to support partnership work in these fields.

Her current scholarship includes examination of the creation of a culture of assessment and the characteristics of settings that contribute to developing ingenuity and creativity. “I am interested not only in how we use information to inform and improve our practice within but also in how we shape our organization to ensure that the professionals within, those we graduate, and those who work in the institutions we serve creatively and collaboratively solve community problems,” said Dr. Peterman.

While at Queens College, Dr. Peterman collaborated with high-needs school principals, faculty members, and museum educators at the New York Hall of Science to develop an innovative master’s degree program that prepares secondary school science teachers for New York City’s most challenging schools. The program was awarded a $2.6 million grant from the New York State Race to the Top Initiative.

Dr. Peterman was also a professor and department chair at Cleveland State University, where she worked with colleagues and school and community leaders to create the Masters of Urban Secondary Teaching (MUST) program to prepare teachers for urban schools. In its thirteenth year, the program was recognized by the Association of Teacher Educators and the Council of Great City Colleges of Education and received its Urban Education Impact Award. She holds a Bachelor of Education degree from the University of Miami and a Master of Science degree in Administration and Supervision from Nova University. She received a PhD in Teacher Education from the University of Arizona.
A Message From The Dean

The fall has special meanings throughout literature, history, and human experience. In the United States, it generally means a return to the schoolhouse for millions of educators and students, their parents and families. Feelings of excitement, fear, anticipation, and delight demark the season, as summer ends, routines shift, and the sunshine slips away for longer periods of time. For many of us, especially the faculty, staff, and students in our College of Education and Human Services (CEHS), fall brings a flurry of new activity: The halls bustle with new and returning students; the classrooms echo lively dialogue and critique; and our heads are filled with plans, dreams, and expectations for another academic year. Although the weather signals that it is time to hibernate, we think of renewal and revitalization. This fall, CEHS is an exciting place to be, as each of us re-imagines what it is to be a student, to be a teacher, to be a professional, to be a part of a college committed to make a significant, lasting positive difference in the lives of children, their families and communities.

At the core of the CEHS mission are excellence, renewal, and partnerships. The quality of the work we do in the classroom, in our professions, and throughout our communities indicates the level of our engagement and inquiry—our seeking knowledge and understanding to ensure that those individuals with whom we work can learn, as we do, to be inquisitive, life-long learners who actively engage in the work at hand. We thrive on critical analysis, change, cultural responsiveness, and their impact on our social contexts. We revel when a light goes on in the mind of someone who’s been resisting, when someone who’s been silent uses a voice to express or challenge an idea, and when a tide shifts gently forward in someone’s action or group interactions. At micro-levels of individual learning and change and macro-levels of institutional and social change, our work in CEHS is renewing—not only for ourselves but also for the students, clients, and other children, adults, and families in our care. Fall, thus, lends us the opportunity to reflect upon the qualities of our interacting, learning, and growing; the ways in which we are renewed; and the partnerships that support and benefit from our work.

As someone new to the MSU and CEHS community, I have learned over and again about the highly enthusiastic, bright, dedicated faculty, students and staff here and their amazing accomplishments. Mostly, I’ve learned how fully engaged, inquisitive, imaginative, and innovative we are—individually and as a group. This is evident in our many accomplishments and in conversations we have been having about the story we would like to tell about the CEHS and what we know that provides details to support our tale. Over and again, folks have asked, “In what ways do we practice what we preach? Are we reflective, socially just, and caring participants in our emerging political and social democracy?” “In what ways do our students and graduates enact these principles in their work settings? If they don’t, what barriers do they face?” These questions represent a salient characteristic of the CEHS community—integrity. In relation to our strong moral principles, we wonder whether or not what we think and believe, what we do, and what we hope to accomplish in creating a socially just world are in alignment. And, in the process, we are not only using our moral compass, we are also renewing ourselves, our actions and our commitments. We are being true to ourselves, and changing the world in the process.

Fall is a great time to remember this simple process of renewal. Join in: question, reflect, dig deep, and renew. As the leaves change—so does our world, so do we, shedding what we no longer wish to grasp and beginning to nurture new buds of inspiration and insight for the spring.
Dr. Jennifer Goeke is an associate professor in the department of Secondary and Special Education. Her scholarly and programmatic interests include the implementation of inclusive classroom techniques and the preparation of teachers working with marginalized populations. She received her doctorate from the State University of New York at Albany and her master’s degree from Rutgers University.

Faculty Profile: Dr. Jennifer Goeke
TEACHING THROUGH INTEGRATIVE STEM EDUCATION

Dr. Jennifer Goeke coordinates the new Dual Certification MAT Program with a focus on Inclusive iSTEM (Integrative Science, Technology, Engineering and Math) Education at Montclair State. This program is funded through a five year, $1.4 million grant from the U.S. Department of Education. This innovative teacher education program helps middle and secondary math and science teachers to use an integrated, inquiry-oriented approach to teaching and learning. The iSTEM model has three major components: inclusive pedagogy; intensive content area preparation in mathematics or science; and integrative STEM (iSTEM) education. Using iSTEM techniques, students work to solve real-world problems in which science and math are linked and applied through technology and engineering. Ideally, the four interrelated areas are to be treated as one dynamic, fluid form of study.

“Traditionally, STEM subjects have been viewed as the highest-prestige subject areas. As a result, students with disabilities have been denied access to high-quality STEM teaching and learning in the belief that they lack the knowledge and skills to succeed,” says Dr. Goeke. Montclair State hosts the only program in the nation that prepares iSTEM educators for inclusive settings, striving to intentionally bring together the strands of teacher preparation necessary to create STEM equality for all learners. Each year, cohorts of approximately 20 students will complete this rigorous academic program and graduate with a Master of Arts in Teaching, NJ State Licensure in mathematics or science education, NJ Teacher of Students with Disabilities endorsement, and a certificate in inclusive iSTEM education.

Dr. Goeke believes that a better New Jersey education system starts with exceptional teacher preparation. The immediate goal of this program is to recruit, prepare and retain increasing numbers of teacher candidates who are interested in teaching in a more integrative, collaborative and inclusive way. iSTEM aims to transform the way teachers and students think about the STEM subjects and to encourage students with disabilities to see themselves as future engineers, architects, scientists, innovators, builders and creators.

Dr. Goeke hopes that one day all subject area teachers—not just those in science and math—will be dual-certified. Eventually, all students will have access to effective teaching and learning strategies involving the STEM disciplines. “Students with disabilities represent some of our most creative thinkers, our most natural builders, innovators, and problem-solvers, yet we miss opportunities every day to teach in ways that capitalize on these skills and abilities. If teachers are prepared to create varied models of expertise, to use high-access instructional strategies that allow students to acquire knowledge and demonstrate learning in different ways, we can create STEM success for all learners.”
The Center for Autism and Early Childhood Mental Health in the College of Education and Human Services provides professional development, education, clinical services and research around the issues of autism, infant and childhood development and mental health. The Center is anchored in a developmental approach to meet the needs of infants, children, adolescents and their families, and is supported by theoretical education, research-based methods and clinical application. The Center offers graduate certificate programs, professional development and research initiatives, and serves as a community clinic for children with autism and early childhood mental health issues and their families.

The Center for Autism and Early Childhood Mental Health RECEIVES $1.5 MILLION NEW JERSEY GOVERNOR'S COUNCIL GRANT

The New Jersey Governor’s Council for Medical Research and Treatment of Autism has awarded Montclair State University’s Center for Autism and Early Childhood Mental Health a $1.5 million, five-year grant to serve as the State’s Coordinating Center.

State officials including Mary E. O’Dowd, MPH, Commissioner of the Department of Health and Senior Services, as well as First Lady Mary Pat Christie, attended the announcement by Dr. Caroline Eggerding, Chair of the Governor’s Council for Medical Research and Treatment of Autism, at the Ben Samuels Children’s Center at Montclair State.

“With the creation of the Autism Center of Excellence we will have one voice leading New Jersey’s research of Autism Spectrum Disorders (ASDs),” said Commissioner O’Dowd. “These grants will help us better understand ASDs and allow our families with special needs children to benefit from the best research New Jersey has to offer.”

The Center of Excellence will serve as a coordinating center to share and promote clinical research done by Council grantees and will work in partnership with the Governor’s Council on new collaborations.

“This funding marks a true commitment to find new and innovative ways to help New Jersey families challenged by Autism Spectrum Disorders,” said Dr. Caroline Eggerding, chair of the Governor’s Council for Medical Research and Treatment of Autism. “The grants ensure that only the most outstanding, highest quality research is supported with state funding,” Eggerding said.

Montclair State University President Susan A. Cole said the new Center for Autism and Early Childhood Mental Health has expanded the University’s work in this important field. “We are very grateful to the Governor’s Council for this major grant to Montclair State to become the statewide Coordinating Center for autism research and treatment. The University is deeply committed to this effort, and we are confident that this opportunity will enable us to make a measureable and sustained difference in the lives of New Jersey children,” Cole said.

“I’m delighted that the new Coordinating Center at Montclair State will be able to play a vital role in advancing the mission of NJ ACE by providing unifying, common management and support to its clinical research program sites,” said Dr. Gerard Costa, director of the University’s Center for Autism and Early Childhood Mental Health. By serving as the voice of NJ ACE, the Coordinating Center will be able to promote, share, and disseminate best practices and lessons learned in the conduct of clinical research.

During the course of the five-year grant, the Coordinating Center at Montclair State will also help to facilitate and promote communication between program ACE sites; evaluate and monitor program sites and give evaluation support; engage the community of researchers, educators, providers and consumers in expanding the dialogue around research and intervention options; and organize state-wide summits on ASD research and treatment.
Montclair State University has been selected to participate in the Woodrow Wilson Teaching New Jersey Fellowship. Montclair State University is one of four universities in the State to have been selected by the Woodrow Wilson Foundation to participate in this prestigious Fellowship. It is supported and endorsed by the New Jersey Department of Education and the Office of the Governor. The University will create and implement a STEM teacher education program that will serve as a model for other teacher education programs across the State of New Jersey and the nation. The Fellowship seeks to attract very able people to careers in teaching in math and science, the most understaffed fields in the country. These Fellows may be career changers, college seniors, recent graduates, or armed forces veterans. They have already completed undergraduate majors in math or science and have strong potential and a clear commitment to teaching in underserved settings.

Fellows complete a one-year master’s program in teacher education and receive a fellowship of $30,000 for the year. Upon completion of the teacher education program, Fellows make a commitment to teach for three years in high-need in-state urban or rural schools.

In order to foster teacher retention and ensure that Fellows consider teaching as a career rather than an episode in their lives, Fellows are placed in teaching assignments when possible in cohorts and receive three years of mentoring. The participating universities, the Woodrow Wilson Foundation, and the local schools create a “double mentoring” program for the Fellows. Each Fellow has two mentors in the first three years of teaching—a mentor teacher from the school where each Fellow is placed and another mentor from the university where the Fellow completed his or her master’s degree. Research has demonstrated that “double mentoring” reduces the dropout rate of young teachers by more than half.

Montclair State University has been selected to participate in the Fellowship program owing to its strong leadership, commitment to the goals and standards of the Woodrow Wilson Teaching Fellowship and its capacity to create exemplary master’s degree programs in mathematics and science teacher education.

The selection of Montclair State University as a fellowship participant affirms the institution’s role as a leader in high-quality teacher preparation programs, led by the College of Education and Human Services and the Center of Pedagogy. The Center of Pedagogy is one of Montclair State University’s most notable innovations. Montclair State University was the first university in the nation to create a formal structure in which faculty and administrators from arts and sciences, education, and the public schools—known as the Tripartite—are equally involved in the ongoing work of teacher education. The Woodrow Wilson Teaching New Jersey Fellowship will build on the College’s Center of Pedagogy’s success with its Newark-Montclair Urban Teacher Residency program, which is an apprenticeship-based program of study for individuals with a deep commitment to urban teaching.

For more information, please contact the Center of Pedagogy at 973-655-4262.
Student Spotlight:
TEACHER EDUCATION STUDENTS RECOGNIZED FOR CONNECTING CLASSROOM TO COMMUNITY

Angelique Kenney was recently recognized as one of sixteen New Jersey Distinguished Student Teachers of the Year. This award is given by the NJ Department of Education annually. Each of the 25 NJ colleges and universities may nominate three candidates. A panel of educators from throughout the state chose the 16 finalists. Ms. Kenney was honored at a ceremony sponsored by the NJ Association of Colleges for Teacher Education and the NJ Department of Education at Rider University on Wednesday, June 27th. Ms. Kenney was selected to represent Montclair State University’s Teacher Education Program due to her demonstrable focus on student achievement and teaching as leadership during the student teaching semester. She was also honored for her focus on family and community involvement in the classroom. Ms. Kenney is a graduate of Montclair State University’s College of Education and Human Services, where she received her Master of Arts in Teaching degree in May with certification in Elementary Education.

A year ago, Angela Andrews—a student in the Masters of Arts in Teaching K-5 dual certification special education program—was inspired when a guest lecturer came to speak in one of her classes on behalf of the Advocates for Children of New Jersey (ACNJ). Cyndie Rice, Senior Policy Analyst for ACNJ, explained the need for change regarding the NJ breakfast program option for low-income students. The class was given some shocking data; NJ was ranked 48 out of 50 states in terms of how many eligible students were taking advantage of the breakfast programs available in New Jersey. Looking further at the data, Angela observed that her hometown of Union City was an area of very high demand but little participation in the available breakfast program.

This information quickly propelled Ms. Andrews to set up a meeting with the Union City Board of Education. The members of the Board were highly receptive to the idea of making changes to the current program in order to reach more students, and identified the new Colin Powell Elementary School as the perfect place to pilot a new breakfast option.

Due to Ms. Andrews’ advocacy, the Colin Powell School proudly hosts an extremely successful Breakfast After the Bell program. During the homeroom period, all students—not just those who qualify by state standards—are given the option to take part in a healthy, free breakfast selection. Currently, the Colin Powell school breakfast program is reaching 700 out of 800 students each morning. Ms. Andrews hopes to begin expansion of the program to the other schools in the district by the end of the year.

NEW PHD IN FAMILY STUDIES TO WELCOME FIRST COHORT IN FALL 2013

Students in the PhD and combined MA/PhD programs in Family Studies at Montclair State University will develop expertise in self-chosen areas of study through research and scholarship to become effective advocates for policies, practices, and interventions that promote family health. Family Studies is a multidisciplinary field, drawing on a range of social science disciplines including human development, social work, education, sociology, gerontology, and psychology. Its aim is to promote the well-being of all types of families across the life span, across cultures, and throughout the world.

Graduates of the program will have a wide range of professional opportunities, including careers as:

- Academic faculty members
- Program administrators
- Researchers and evaluators
- Policymakers focused on children, youth, adults, older adults and families

Applications for the Fall 2013 semester are due February 1, 2013. For more information, please send an email to Dr. Jonathan Caspi, Doctoral Program Director, at phdfamily@montclair.edu
Stephanie Silvera is an associate professor in the department of Health and Nutrition Sciences. She specializes in Cancer epidemiology focusing on racial and ethnic disparities in cancer outcomes as well as dietary risk factors. She received her doctorate from Yale University and her master’s degree from Rutgers University.

**Research Profile: Dr. Stephanie Silvera**

**HEALTH DISPARITIES AND CHRONIC DISEASE EPIDEMIOLOGY**

The National Institutes of Health (NIH) recently awarded Dr. Stephanie Silvera with the National Cancer Institute’s Mentored Research Scientist Development Award. This four-year, $600,000 grant is intended to support faculty pursuing intensive, supervised career development experience in the biomedical, behavioral or clinical sciences. The grant allows faculty members extended protected time—in increments of three, four or five years—to dedicate to comprehensive research.

Dr. Silvera specializes in the area of chronic disease epidemiology. Focusing on the behavioral impacts of diet, health care and physical activity, she aims to encourage community members of all races to become advocates for their own health and to feel comfortable and confident connecting with the medical community. In addition, Dr. Silvera concentrates on social epidemiology and what effects individuals can have on their communities and vice versa.

“There is a reciprocal relationship and it is important to understand both directions if we are going to truly understand why people behave as they do and why we see the distribution of illness and health that we do,” Dr. Silvera said. Taking a look at access to food and health care, she hopes to better understand why some groups are at higher risk than others for the same disease outcomes, particularly when we know that genetics does not fully explain those differences. “There is always a role for personal responsibility in determining our health, but if we assume that everyone has the same access to good health, we cannot truly begin to address the very real and very serious health disparities that we continue to see today.”

With the help of the NIH Award, Dr. Silvera will have the unique opportunity to work with several experts in her field of study, both at Montclair State and at other institutions. Along with a graduate assistant from the Master of Public Health program, Dr. Silvera will be working alongside Dr. Debra Palmer, the coordinator of the Supplemental Nutrition Assistance Program courses in New Jersey, recruiting study participants in order to examine the relationship between the perception of access to free and low cost screening for breast and cervical cancer and actual screening behaviors among low-income women who are enrolled in these program. “We’ll be asking limited resource women whether or not they have been screened—according to the current screening guidelines—as well as asking them their thoughts about screening, whether or not they perceive screening as beneficial, and barriers to being screened.” The goal of this study is to examine neighborhood level factors including the socioeconomic and racial profiles of the neighborhoods involved. “We will then look for interactions between neighborhood and individual characteristics and see how those combined factors influence screening behavior using statistical techniques such as spatial analysis.”

Subsequently, Dr. Silvera will be working with Dr. Danlin Yu (Associate Professor in the department of Earth and Environmental Studies at Montclair State) and Dr. Joel Dubin of the University of Waterloo on spatial and other statistical analyses. “In order to accomplish all of this I’ve also been working with experts from Yale University and UMDNJ in the development of the study methodology and construction of the interview questions. It has been a real pleasure to get to work with so many wonderful people on a project that I care so much about.”

Focusing on issues of social justice and equity, Dr. Silvera’s research coincides with the overall mission of the University and the College of Education and Human services. “I am particularly hopeful that the findings of the study will help add to conversations about equity and access among faculty, between faculty and staff, and between faculty, staff, and students.”
New College of Education & Human Services Faculty (2012-2013)

Counseling and Educational Leadership
Sandra Lopez-Baez, Professor
Ph.D., Kent State University; M.A., Marshall University; B.A., University of Puerto Rico
Scholarly expertise: Diversity, multiculturalism, social justice, internationalization of the counseling profession, training mental health counselors globally.

Early Childhood, Elementary and Literacy Education
Alicia Broderick, Associate Professor
Ph.D., Syracuse University; M.S., Syracuse University; B.Phil., Western College, Miami University
Scholarly expertise: Disability studies in education; inclusive schooling reform; cultural representations of autism.

Health and Nutrition Sciences
Ndidiamaka N. Amutah, Assistant Professor
Ph.D., University of Maryland, College Park; MPH, The George Washington University, B.S., Rutgers, The State University of NJ
Scholarly expertise: Community based participatory research, health disparities, the impact of stress and racism on infant mortality, low birth weight and preterm birth in women of color, HIV/AIDS, the social determinants of health.

Yanyan Li, Assistant Professor
Ph.D., Ohio State University; B.S., Nanjing Normal University, China
Scholarly expertise: Bioactive food components, development of functional food products for health benefits.

Family and Child Studies
Bradley van Eeden-Moorefield
Ph.D., The University of North Carolina at Greensboro; M.S.W., The University of North Carolina at Greensboro and North Carolina Agricultural & Technical State University; B.A., Appalachian State University
Scholarly expertise: Factors related to relationship quality and stability, Contextual effects (i.e., discrimination, policy) on family relationships, Remarriage and stepfamilies, LGBT-headed families, Program development and evaluation, Qualitative and quantitative Internet methodology.