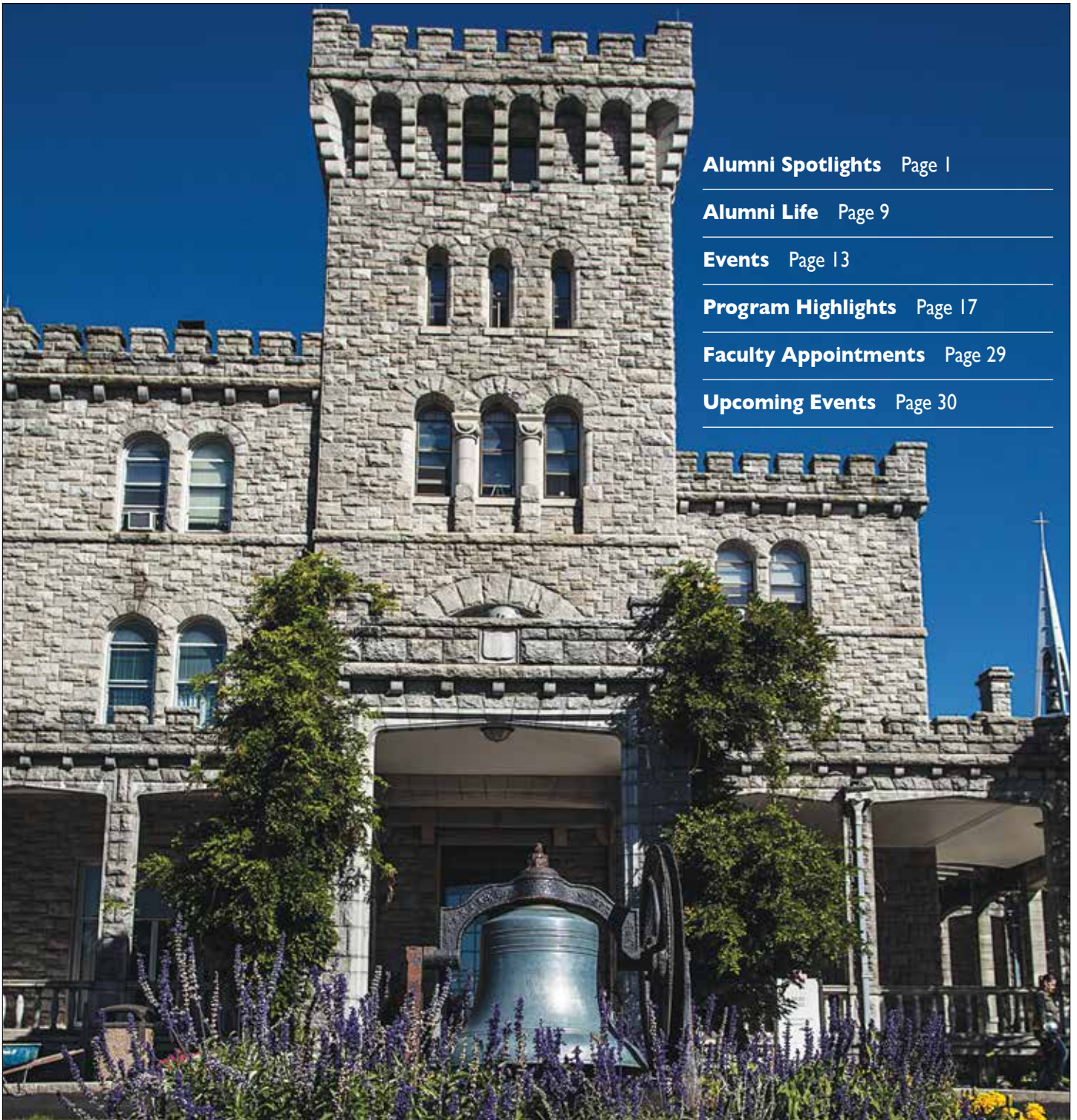


EDUCATION IS LIFE

SCHOOL OF EDUCATION ALUMNI MAGAZINE

FALL 2013



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Greetings From The Dean

SHELLEY B. WEPNER

Dean and Professor, School of Education



Your alma mater made history! For the first time, Manhattanville College conferred four doctoral degrees this past May at graduate commencement. Drs. Emily C. Hersch, Steven C. Moskowitz, Monique S. Reilly, and Margaret Ruller, highly respected educators in the region, now are our first alumni with doctoral degrees in educational leadership. The doctoral program is thriving because the best and brightest students are enrolling, and our very gifted doctoral team is working with these students on extraordinary research about our field. The doctoral program represents just one of the many ways in which your alma mater should make you proud. I share below a few highlights of our additional accomplishments this past year.

Because of the reputation of our students at the state level and in the school district community, Manhattanville's School of Education was selected among the 14 colleges and universities in the mid-Hudson region to become the facilitating institution for a grant given to the Commission on Independent Colleges and Universities to provide professional development to faculty across these institutions for the new statewide testing requirements that become effective May 2014.

Every year, your alma mater develops new programs or creates new partnerships in the community. During 2012-2013, we received approval from the state to offer at the undergraduate level our early childhood and early childhood special education program. We developed 3 new partnerships: (1) Cary Institute for Ecosystem Studies to offer graduate credit for courses in science education, (2) The McCarton Center in New York City to offer early childhood and early childhood/special education courses at their site, beginning Spring 2014, and (3) Bedford School District to offer a paid internship program for our graduate students called MPIP@Bedford (Manhattanville Professional Internship Program at Bedford). We also formed a partnership to develop the Manhattanville Education Institute (MEI) which is enabling us to create a professional development/continuing education

arm of the School. We encourage you to take face-to-face or online courses for graduate credit through MEI for your own professional development.

Our signature community outreach initiative, the "Changing Suburbs Institute®" (CSI) continues to develop and involve many alumni in the schools. The purpose of CSI is to use evidence-based information to make discoveries about ways to best educate diverse student populations in changing suburban school districts, with a special emphasis on Hispanic students and their parents. We do this through teacher and leadership development, parent education, collaboration, and dissemination of information. We welcomed our 9th PDS into our network this past year. We had our 8th Annual Educational Forum this past spring with nationally known experts, sponsored our 5th annual Parent Leadership Conference, put ourselves on the national map with the Fall 2012 publication of our book, *Changing Suburbs, Changing Students: Helping School Leaders Face the Challenges*, by Corwin Press, and received a grant from JP Morgan Chase Foundation to evaluate ways in which our PDSs are improving teacher preparation.

Everything we have accomplished and continue to pursue is a tribute to our talented and dedicated community of faculty, administration, staff, students, and alumni. Our ever-thriving School of Education Alumni Board continues to guide us on what alumni want and need for their own professional development opportunities. Alumni programs are offered throughout the year to help with challenges (e.g., bullying and school violence) and opportunities (e.g., jobs) in classrooms, schools, and districts. Our School of Education's Director of Alumni Relations, Laura Bigaouette at Laura.Bigaouette@manville.edu, welcomes your involvement with the Board and other alumni activities so that you can be heard and recognized for your many proven accomplishments in promoting our cherished profession.

SCHOOL OF EDUCATION ALUMNI LIFE

School of Ed Alumni Spotlights

My Experience On A Teacher Exchange Program In Korea

BY ANDERSON JONES (AJ) (MPS '06)

During the 1st three weeks of July, 2013, Anderson Jones, a math teacher at Mt. Vernon HS and member of the Manhattanville SOE Alumni Board, participated in a teacher exchange program sponsored by the Asia Pacific Center of Education for International Understanding (APCEIU). The EIU is a holistic and multidimensional education initiative to promote a Culture of Peace. EIU is grounded in the UNESCO recommendation concerning Education for International Understanding, on Co-operation, Peace and Education relating to Human Rights and Fundamental Freedoms.

The Republic of Korea (ROK), also known as South Korea, is situated on the Korean peninsula which spans 1,100 km north to south. The peninsula shares its northern border with China and Russia. To the east is the East Sea, beyond which Japan lies. To the west is the Yellow Sea. In addition to the mainland, Korea



Roundtable meeting with middle school teachers in Daegu. It was a useful exchange of information regarding education philosophy and implementation in Korea and the US. (AJ far right)

has some 3,200 islands. Roughly the size of Britain, the Korean peninsula has a total land area of 223, 170 km² of which the Republic of Korea occupies some 45% of the entire area.

Each year since 2012, the Ministry of Education of the Republic of Korea has funded an initiative titled “Teaching Abroad for Global Competency.” This inter-regional

teacher exchange program provides for Korean teachers to visit and observe United States/UK host teachers for 4 weeks during January and February. In turn US/UK host teachers visit and observe their Korean counterpart teachers for 4 weeks during June and July. The 2013 program included elementary, middle school and high school teachers from Mt Vernon, The Bronx, as well as teachers from the England. During my Korean experience, I was paired up with two Korean teachers, Park Suejong, a teacher from the capital city of Seoul, and Choi Hye Jung, a teacher from Daegu, a city 2–3 hours south of Seoul. This pairing allowed me to observe the educational practices in two different regions of the ROK. While there were some similarities, there were also some distinct differences which I’ll describe later.

Curriculum

The curriculum is designed by grade and not course. In the United States, the curriculum is typically based upon yearlong courses such as algebra, geometry, etc. to which students are assigned to focus only on the topics related to that course. By comparison, the Korean system weaves the topics of algebra, geometry and trigonometry together each school year. The education builds on these topics from

(Continued on page 2)

SCHOOL OF EDUCATION ALUMNI LIFE

School of Ed Alumni Spotlights (Continued)

year-to-year with increasing levels of difficulty and integration. At the end of the school year, students take a final exam, developed by the teachers, to determine their level of preparedness to move to the next grade. There is no Regents type exam as there are in many of the states in the US to measure student achievement. Korea has predominantly a single student culture compared to the US which has a diverse student body and has to plan for diversity and students with special needs.

School Policies

In both Seoul and Daegu, the students wore uniforms to school with 30–35 students to a class. In Seoul, the schools/classes were either all male or female whereas in Daegu, the schools/classes were mixed. Also, in Seoul, the students did not change classes, but instead the teachers came to the students. In Daegu, the students changed classes as it is done in the US.

All students in a grade are classified and separated into classes by three levels: low, medium, and high. The students are tested four times a year and based upon individual student results, students can move up or down a level. This allows for students who might have started out slowly to be placed into a different level without too much time going by and provided the opportunity to catch up and get almost immediately into a higher or lower level. Students are also given the responsibility to keep their schools clean and perform many tasks such as cleaning floors, taking out trash and other tasks as called upon. Also, unlike the US, all Korea students graduate to the next grade. There is not the concept of repeating a grade, subject or going to summer school. A poorly performing student would be placed into level three which limits the class size to 12-15

students. This, of course allows more time for teachers to get these students prepared to move to a higher level.

In addition to the regular school day, the Korean schools I visited also held classes after school as well as on Saturdays. Consequently, Korean students put in a lot more time than most US students studying and becoming proficient in their courses.



Teachers

The teachers did most of the talking; using what in the US is called a “teacher-centered” style of teaching. The students were attentive and exhibited positive behaviors. There was very little off task behavior which made teaching 30–35 more efficient than some situations in the US. I saw no evidence of cooperative lessons although students would often help each other with explaining and solving math problems. In Seoul, there was little technology with lessons being provided on a standard chalkboard. The only technology was a TV monitor which could be used to show videos to augment their lessons. In Daegu, however, the math teachers had Smartboard technology and used them effectively to deliver a high level of instruction.

Once teachers introduced a topic, they spent a considerable amount of time going over the many aspects of the topic before going on to another topic. Teachers stayed after school to

SCHOOL OF EDUCATION ALUMNI LIFE

School of Ed Alumni Spotlights (Continued)

provide help to students who stayed to enhance their knowledge.

Students

When I observed the classes, I saw the attentiveness and positive behavior of the students, I understood that in this environment and culture, the class size did not detract from the delivery of education.

Students were attentive and positively engaged in the math lessons that I observed.



Anderson Jones (center) with students in Korea

All Korean students were quite respectful to their teachers and held them in very high esteem. Korean students solved math problems without the use of calculators. I was asked to teach a lesson using the TI graphing calculator in which I showed students how to graph functions, based upon the lesson that they had in which they graphed by hand. Two students volunteered and showed that they understood by successfully using the graphing calculator to graph the functions $y = 2x$ and $y = x/2$. The students were impressed with the calculator and stated that they like the technology.

My Korean experience was truly wonderful and enlightening. I found the Korean people to be extremely polite, courteous and helpful. They were quite curious about all aspects of life in the United States. Additionally, the entire Korean society understood the power of education to achieve economic wealth and to compete on an international basis. Consequently students studied after school, on weekends and during the summers to achieve an educational advantage. Many went onto universities, of which they are many in Korea, especially Seoul. Scholarships are limited so most students need to find ways to pay for the education that will potentially provide them with career opportunities.

Conclusion

Koreans have traditionally placed great importance on education as a means for self-fulfillment as well as for social advancement. Modern schools were first introduced in the 1880s. After the founding of the Republic of Korea in 1948, the government began efforts to strengthen the modern educational system, making six years of elementary school attendance mandatory. Today, Korea boasts one of the highest literacy rates in the world. An emphasis on education is often cited as a foundation for Korea's rapid economic growth over the past four decades as it has produced an educated labor force as well as scientists, engineers and specialists needed for various professional fields.

About the author: Anderson Jones (AJ) received an MPS in 2006. He is Math Chair at Mount Vernon High School where he is also advisor to the Brothers of Class Student organization. AJ is also an adjunct instructor at Manhattanville College School of Education for math methods.

Early Childhood Alumni in East Harlem School



SOE Alum Karen Villa (MAT '10) with a student



SOE Alum Karen Villa (MAT '10) with her class

The kindergarten children in Karen Villa's (MAT '10 , Early Childhood and Childhood Education) at Mount Carmel/Holy Rosary School in East Harlem, New York love to learn and especially love to read. They are also very proud of themselves as well they should be. Mrs. Villa's children have scored in the top 11% to 27% on reading and language arts national standardized tests over the two years; some of them even getting perfect scores.

How did this all happen?

Four years ago, Ms. Suzanne Kaszynski, principal of Mt. Carmel/Holy Rosary, asked Dr. Patricia Vardin, Chair of the Early Childhood Education Department at Manhattanville College, to implement her model early childhood program, a developmentally appropriate, rigorous academic program, at Mt. Carmel/Holy Rosary, a program successfully instituted at three other schools in New York City.

Dr. Vardin agreed to do so, and highly recommended two award-winning Manhattanville alumni as teachers in the new program, Hilda Alvarez, (MAT '07, Early Childhood Education) to teach 3 and 4 year olds and Karen Villa as the kindergarten teacher. "It was always a dream of mine to work with inner city children. Ms. Kaszynski and Dr. Vardin provided me with the opportunity and it seemed like it was just meant to be!" says Mrs. Villa. "The children who arrive from the Pre-K program as kindergarten students in Mrs. Villa's class are more than ready for kindergarten. They know their alphabet, how to write their names, how to be good listeners, and how to engage in learning activities. Some are already sounding out words and beginning to read," she noted.

And then there is the magic of Mrs. Villa. She is excited and enthusiastic about teaching the children and they, in turn, are excited and enthusiastic too. Mrs. Villa doesn't use a one-size-

fits-all commercial reading program. Instead, committed to the appropriate learning standards, she creates a wide range of literacy experiences for her children which change every day and are both challenging and enjoyable. She sets up activities in small groups in literacy centers and provides opportunities for the children to work independently, in teacher-guided groups or collaboratively with peers. She uses both phonics and sight words and individualized readers from many sources. She designs an individualized reading program for each child and carefully monitors the children's progress. She provides opportunities for children to read aloud to each other and she reads books to the children every day as well. Mrs. Villa says, "I work with each student individually, using a systematic approach and help them move up a step at a time." She also comments, "I am always thinking about what I can bring to school to share with the children? What can I create that will make the lesson interesting and fun?"

Mrs. Villa is grateful for the support of her principal and says "Ms. Kaszynski gives me the flexibility and the opportunity to be creative and do innovative lessons with the children." She also gives credit to Dr. Vardin and the Pre-K teachers who prepare the Pre-K children so that she can build upon what they learned in the preschool.

"Dr. Vardin's Early Childhood program coupled with the excellent teaching of Karen Villa has helped our kindergarten students surpass expectations," comments Ms. Kaszynski.

And how does Mrs. Villa feel about the success of her students? "It's amazing. I am so proud of them. I am so glad that I was able to get them really excited about learning. They wanted to do it. And they did it!"

Mt. Carmel/Holy Rosary School is a Partnership Network School.

What Is the Core Essence of Teaching?

MATTHEW MACALUSO
(MAT '98 SECONDARY EDUCATION)

How ironic is it that a kid who was 'asked to leave' (that's code for kicked out of) a private, Catholic high school, where his mother was a secretary no less, is now a high school teacher, former coach, class advisor to the class of 2007 and 2011, and supervising practitioner for student teachers? My path to education has definitely not been a straight line. I am not, what I label in my forthcoming book *What Teachers Know*, a 'pedigreed' teacher. That is, one whose parents taught in a classroom and where the customs and ingrained knowledge base on how to be a teacher are woven into the fabric of my personality. I had friends whose parents were teachers. I would see them going into school during the summer with their mothers and fathers. Not me! No way! I spent my summer, and as much of the rest of the school year, as far away from my school building as humanly possible. Teachers, I strongly suspected, existed to make my life miserable.

What was my problem? For many years I had teachers, guidance counselors, vice principals, and my parents asking me the same question. I didn't realize it but I was a perfectionist living in an imperfect world. Whenever I couldn't get my way, I acted out. I performed for no one. I heard a lot about 'buy in' and how the 'team' was there to support me. I've got news for you... I'll do it (my homework, a project, a presentation) when I'm good and ready. I didn't like the restrictions that school put on me. Things had to be "my way or the highway." I now see this in many of my own students. Indeed, I was afraid of failing. It was only until I became an adult that I learned to relish my failures. I now understand that a core competency of teachers who are passionate about the art of teaching need to be able to recognize and coach the type of students who are like themselves.

It wasn't until after I graduated high school, working two jobs at a video rental store and in a frozen yogurt shop, that I realized I didn't want to be making minimum wage my entire life. I enrolled in classes at the University of New Haven in the fall of 1991. I'll remember the first day of my first class forever. When my backside hit the seat, it was as if someone had reached over and flipped a switch in my head. From that day forward, I couldn't stop learning. The failure of not advancing had taught me a powerful lesson about how education has the ability to empower. Lawson Bowling, easily my most memorable professor at Manhattanville during my graduate school years, has ingrained in me the belief that the answer to everything is always more education. Indeed, I never thought in my wildest expectations that I could actually like a teacher, especially one that assigned

13 textbooks for my History of California and the American West course...thanks Lawson. He, like many of my professors at Manhattanville, completely and totally awed me with their depth and breadth of knowledge. In addition, my Manhattanville professors were people who possessed personal integrity and were just plain nice. They helped me to believe in my own ability and challenged me to stretch myself academically. Indeed, they modeled the characteristics that I strive to emulate. Fifteen years after earning my Master's degree from Manhattanville, I still get nervous when I'm on campus and meet with Dr. Bowling. This is due only out of respect and a continuing desire to earn his respect. His integrity and personality had a profound effect in terms of transforming my learning, my teaching, and my attitudes. This all-encompassing experience is what inspired me to be the teacher I am. If I can model what others before me have demonstrated I figure I'm on the right path.

In all honesty I wish I could say that I was divinely inspired to teach. I wish there was a calling where the clouds parted and bright rays of sunshine shone through the fog and a feeling of salvation struck me to bring light to the darkness of my students. Reality is much more boring...I needed to figure out what the heck to do with myself after I earned my Bachelor's degree from the University of Connecticut and was having a tough time landing a job for what I originally majored in: criminal justice. My best friend and I found ourselves adrift in a sea of new graduates. He found inspiration in teaching from a family member and suggested that we begin graduate courses in history at the Stamford branch of the University of Connecticut. It was there that my first professor was none other than Lawson. He and I quickly hit it off and began discussions about coming to the 'Ville and pursuing a graduate degree in education and history. I quickly found myself enrolled in the Fall of 1996 in graduate level classes at Manhattanville and, surprising myself, learned that I loved history and, in turn, loved teaching history to others.

The purpose of the telling of my story is to underscore the fact that a teacher can come from anywhere. I have worked with teachers who cling to a puritanical belief that only those who were the 'golden children' in their schools, or those who have a teaching pedigree, should be allowed to earn the title of teacher. However, it is my experience that only those who experienced failure and frustration can truly understand what it is like for a struggling student who sees no point, who has no buy in, and who, ultimately, is really a perfectionist in search of control over

his or her own destiny. This I feel is one of the core essences of teaching, and teaching is an art and a profession that directly and profoundly impacts peoples' lives.

Further, it is time for teachers to reclaim, and be proud of the fact that teaching IS an art. The profession is being hijacked by data weevils that seek to apply a business model to the act of teaching. Business models work well for industry where, for example, aircraft engine manufacturers receive product on their loading dock that has been tested. They can stamp out the same product over and over and everything comes out the same at the end of the process. As a teacher, I receive on my 'loading dock' products (students) who possess very different backgrounds and experiences. The student who came to me as an "A" student during freshman year may be a vastly different student by junior year. This is due to a variety of reasons. In addition, unlike the business world, I can't fire my students or demand that an inferior product be returned to the original manufacturer. It is similar to judging a dentist on how many cavities their patients have. The dentist reminds them to floss and to brush, but in the end, it is ultimately up to the patient to actually do what the dentist is suggesting. Let's use another example and take a test. Ready? Are you at your ideal weight? Do you always drive the speed limit or for that matter always obey the law? Do you get regular exercise 4 times a week for at least 30 minutes? Do you brush and floss after every meal? Do you see a doctor regularly? Do you eat 5 servings of fruits and vegetables a day?

I ask these questions to provoke reflection on the fact that, much like a teacher who says "Do your homework," "study for the test," "don't be late to class," human beings don't always do what they are told or what is in their best interest. It's human nature. The same holds true for students.

The point of my rant, and my book for that matter, is to bring some clarity back to the discussion about education and teacher prep programs. I am tired of the 'experts' who never spent a day in the classroom, I'm tired of the Bill Gates of the world who have an influence on education but, again, have never been in the trenches yet profess to have the magic bullet. I'm tired of people, especially from business and industry arenas, picking

on teachers. This profession is not what I signed up for a dozen years ago. It is undergoing a tsunami of change brought about by those in business and industry that have, at best, a foggy notion of what they think is going on in education. They understand only numbers, data, and bottom lines.

Based on my experience as a student and now as a teacher, those going into education should think long and hard about their career choice. Are you pursuing a dream or do you have a clear picture of just what you are signing up for? I implore teacher candidates to explore both the positives and negatives of the profession. I challenge aspiring teachers to go outside their comfort zone and ask themselves the sometimes uncomfortable question of 'Am I really cut out for this?' This is a passionate issue for me and the reason for writing my book is to help future teachers explore this very issue. Indeed, many teachers whom I interview for my book hesitate when asked if they would do it again or advise others to go into the profession.

Perhaps the irony is the fact that I still have a bit of a rebel streak in me. I encourage my students to, and I apologize for the platitude from Mark Twain, never let schooling get in the way of their education. I've come to embrace my failures and learn from them. In addition, I'm grateful to my professors at the 'Ville for encouraging me to teach. They contain such a depth and breadth of knowledge that to me is staggering. I come back to Manhattanville regularly to, I'm proud to say, visit my nephew, who is a junior economics major and lacrosse player for the Valiants. I still feel the electricity that ran through my veins during my matriculation from 1996 to 1998.

I have been with my current school system for 10 years. It is a welcoming and tight knit community and I am fortunate to have been able to work with the staff, parents, administrators, and students that I have come to know and care deeply about.

About the Author: Matthew Macaluso is a 1998 graduate of Manhattanville with certification in Secondary Education. He has a BA from the University of Connecticut. Matthew is an FAA Licensed and Instrument rated private pilot. He enjoys reading, running, travel, flying, cooking, and spending time with his wife and family. He teaches World History, US History, Principles of Law, Trial Law, Psychology, and Philosophy at Somers High School in Somers, CT.

"The purpose of the telling of my story is to underscore the fact that a teacher can come from anywhere."

The Squeaky Wheel Shouldn't Always Get the Grease: *Introvers and Extrovers in the Classroom*

ROSEANNE BAXTER FRANK
(BA '86)

All twenty-two students pushed their desks to form a circle, as is common for Socratic Seminars. The teacher assumes the minor role of moderator instead of the typical teacher-led discussions. She takes out her record book to note who participates and which questions they answer, since participation is factored into their grades.

Some students twirl their pencils and others begin to sweat.

The students were given the discussion questions the night before, and my daughter Emily chose which questions she wanted to answer, making sure her answers were well-prepared. And, oh yes, she knew she was going to be one of the first to answer so she could “get it over with.”

Some students are articulate and prolific. Wow, their grades will probably be some of the highest ones. Some recite a prepared answer and just hope to pass. There are a few who answer in short sentences, whose voices are so soft that the teacher repeats their statement so the rest of the class can comment. Mortified, they shrink in their seats.

And then there are those who cannot bring themselves to speak at all and wonder if that will affect their entire quarter grade average.

A former Manhattanville alumna, and one of my best buds, suggested an interesting read: *Quiet - The Power of Introvers in a World That Won't Stop Talking* by Susan Cain. Cain explores how two personalities - the introvert and extrovert - fit in society. My intention in reading this was to gain greater insight about myself (a fairly introverted person), my quirky desires to be alone and why I relish solitary time to be lost in my own thoughts. Perhaps I was looking for personal validation in a society that extols the virtues of multi-tasking, social engagements for every weekend, and constant contact through social media and e-mail. I came away with so much more. It expanded my understanding about

myself, my family, and my choices of friends. But then I started thinking, *what would the implications be if I were to consider these two types of personalities when planning lessons and a classroom environment?*

When we plan our lessons, we were taught early on to consider the myriad of learning styles and integrate multiple approaches to ensure a deep level of learning. Also, we consider language barriers, personal issues (home or health), cultural differences, and behavior and learning challenges. That's a lot to consider. Good teachers are masters at spinning many plates. But I am not sure whether planning for introverted and extroverted students has ever been a dimension that we, as teachers, have ever considered — and it may be easily over-looked.

Identifying the Students and Creating the Environment

Identifying an introverted or extroverted student is not difficult, whether they are five years old or fifteen. Actually, we do it naturally and take mental notes. The introverted ones are quiet; they may or may not participate, and prefer to work on their own. The extroverts are quick to raise their hands, are socially savvy and at times verbose. Our planning in general, mine included, caters to the extrovert. We gather the students, ask for participation, organize group projects, and seat them in pods. All of the above are great for the true extrovert. But what if this model of planning was not conducive to every student's personality type, per se?

Take a second and think about a quiet student in your class. They tend to need time to absorb information and think to compose answers. Jumping into a group conversation would seem like a piranha feeding frenzy at the zoo. They feel threatened. A busy pod seating arrangement with other students discussing and thinking aloud would be distracting,

over-stimulating. And would they be able to voice their opinions and be heard in group projects? We figure they would. This is a model we use unquestioningly. But I started to question it.

What If...?

What if we were to approach the same activities with new considerations? Before class begins, what if we posed our questions and then gave all students five or ten minutes to process and formulate their thoughts? The thinkers would think. The extroverts would probably be chomping at the bit, but it would teach them patience and respect for others' working habits, invaluable for their future in the workforce. With seating arrangements, what if we asked the students if they would prefer to sit with one or two particular students who share their personality type? We are then more responsive to the students' individual needs. And what about group projects? Collaborating can work for both types; groups should be kept small with each of their roles clearly defined. One student should not over-power another and the quiet ones should not get lost in the business.

So let's return to the Socratic Seminar situation. Our reserved students will certainly observe and absorb the lively conversation (if there is one) and the exchange of ideas, which can be educational and enlightening as Socrates hoped. Instead of expecting all students to participate, perhaps we offer an alternative to respond to class discussions. Giving those students an optional approach to process what transpires respects who they are, whether it is a particular personality type or even culture that influences their behavior. And above all, we must be sure to create an atmosphere of respect so all who do decide to participate can feel safe enough to take that leap of social faith.

Then the Question Becomes, Should We?

In our extroverted culture, we feel we would be remiss if we did not provide our students a multitude of opportunities to take charge or express themselves fully and confidently. Every year my daughter's report card has the ever-present comment "Needs to participate more in class." However, "one third to one half of us are introverts" (Cain, 2012). With those numbers, wouldn't it

make sense to consider that part of who they are in our planning? Could we actually consider it to be another learning style?

As parents and teachers we fear that our children would somehow not be prepared for the rigorous social demands of our society, the quiet ones especially. And in a way I have to agree. My contention is not the intent but the methods. The added dimension of considering personality type seems to be integral to how they learn. And both types can learn to participate while respecting each others' working styles. For the introvert, our classrooms can be supportive environments that lead to bigger steps with confidence: college, relationships, careers, business meetings and the dreaded public speaking. Their contributions will be acknowledged and validated and in keeping with their personality type. For the extroverts, if we provide guidance and boundaries during classroom participation and activities, we will help them to hear the whispers of fabulous ideas and deep thoughts that they may have missed otherwise.

But they all find their way. They all find their way if they are encouraged, validated and given environments that are safe. They will choose careers and ways of life that will be comfortable for them and reflect who they are. And we can help them identify their authentic self to move forward in life with confidence. What an honor.

About the Author: Roseanne Baxter Frank is a 1986 undergraduate of Manhattanville with certification in Elementary Education N-6. She earned her M.S. from Hofstra University in '92 with certification in Reading K-12 and Clinical Diagnosis and Remediation. She has taught on the early childhood level for over 10 years and she is a mother of two girls.

Fifth Recipient of Mary K. Humphreys Endowed Scholarship

The fifth annual Mary K. Humphreys Endowed Scholarship in Special Education Benefit Dinner was held on Saturday, June 1, 2013 at Reid Castle, Manhattanville College.

The guests, faculty, and staff who attended the reception and dinner honored and celebrated the memory of Mary K. Humphreys. They also met Alisa Gershman, the fifth recipient of this endowed scholarship, the first to be established in the School of Education.

Three prior scholarship recipients, Terri Barrett (2009-2010), Heather Doneit (2010-2011), and Jana Murray (2011-2012) attended the dinner.

Mary's passion for teaching children with special needs will continue through individuals like Alisa Gershman, who completed the Special Education program at Manhattanville College.

Alisa's time at Manhattanville has strengthened her professional and

personal commitment to the special education field. She feels honored to have received the Mary K. Humphreys Endowed Scholarship.

Mary K. Humphreys received both her Bachelors Degree in Education and Masters Degree in Special Education from Manhattanville College. The new endowed scholarship was established in the Manhattanville College School of Education in 2008.



Alisa Gersman (second from right) with (left to right) SOE Dean Shelley Wepner, SOE Admissions Director Jeanine Pardey-Levine, and Vance Austin, SOE Special Education Dept Chair.

Past winners: Terri Barrett (2009-2010), Heather Doneit (2010-2011), Alisa Gershman (2012-2013), and Jana Murray (2011-2012).



(left to right) Bill Humphreys, Barbara Walsh (Mary's sister), Bill Susetka (Mary's brother), Judy Balula (Mary's sister), and Alisa Gersman

Manhattanville School of Education Alumni Board

The School of Education Alumni Board was formed in the fall of 2008. The Board met four times over the past academic year. Board members serve on various committees that are part of Board activities: Program Committee, Awards Committee, By-Laws Committee, and the Development/Fundraising Committee.

Alumni provide the best input and feedback for programs and events for the School of Education alumni. New programs were developed this past year for alumni, thanks to the ideas of alumni board members. The Alumni Board also provides strategic direction for the School of Education alumni program.

MEET YOUR SCHOOL OF EDUCATION ALUMNI BOARD

David Bedard (BA '09)

Diane McManus (MPS '02)

Cliff Bond (MAT '10)

Robert Orlando (MAT '09)

Barbara Flynn (MAT '06)

Barry Ostrer (MAT '10)

Roseanne Baxter Frank (BA '86)

Monique Reilly (MPS '00, Ed.D. '13)

Arlene Garcia (MAT '01)

Dana Landesman Ventura (MAT '05)

Cristine Gilliland (MAT '98)

Art Wenzel (MAT '04)

Anderson Jones (AJ) (MPS '06, PD '09)

THE SCHOOL OF EDUCATION ALUMNI BOARD INVITES YOU TO BE A MEMBER!

You are invited to be a part of the School of Education Alumni Board!

The SOE continues to strive to create rich experiences for its alumni, and to cultivate and sustain its relationship with alumni. Your ideas, perspective, and input are all needed!

The purpose of the Board is to explore ways in which alumni can reconnect to Manhattanville School of Education to develop a mutually beneficial relationship.

Benefits to alumni include career development, professional development, personal development, and networking.

Benefits to the SOE include program improvement, public relations, development, and the support of initiatives.

Help to create and develop ideas for your School of Education alumni community.

Create an alumni organization that you and your fellow alumni envision!

Contact Laura Bigaouette at (914) 323-5482 or Laura.Bigaouette@mville.edu

School of Education Alumni News

2005

April Fatato (MPS '05) successfully started The Goddard School located in Yorktown Heights, New York. April shared that the school is going into its second school year!

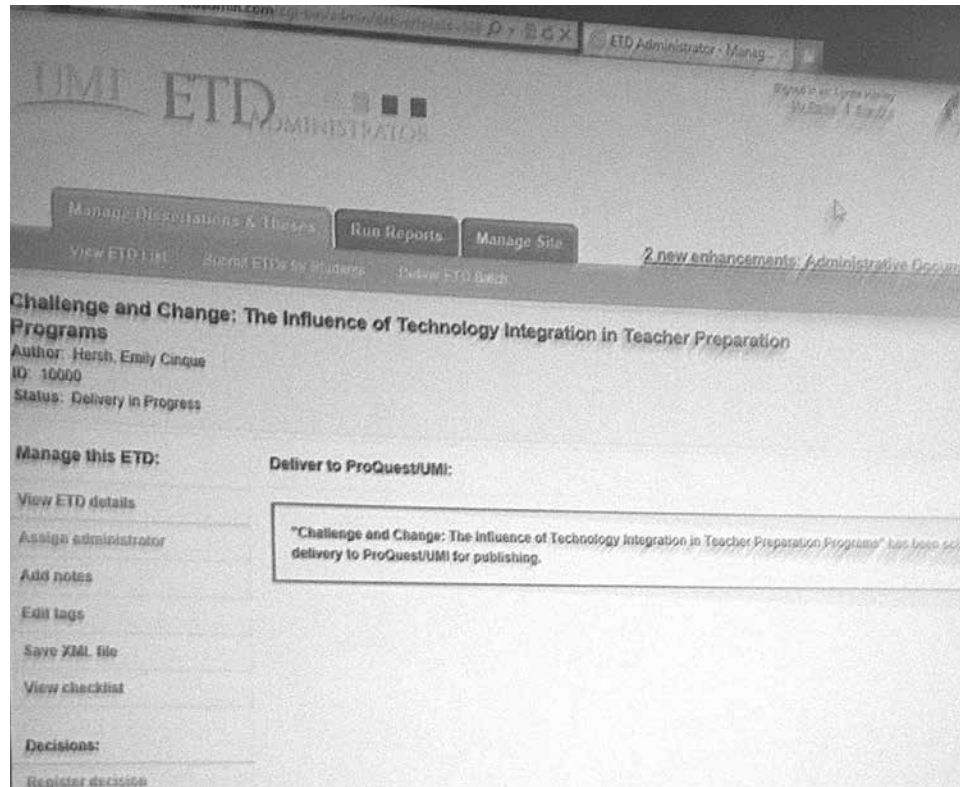
Anderson Jones (AJ) (MPS '06), Math Department Chair at Mount Vernon High School in Mount Vernon, NY traveled to Korea in the summer 2013. (See page 3)

2010

Sarah Taggert (MPS '11, TESOL) shared that she has landed her dream job. Sarah is now a full-time ESL Specialist at George Miller Elementary School in Nanuet, NY, servicing K-2 (push-in and pull-out). Her experience from her three years in the South Bronx has prepared her for this amazing opportunity. Sarah is treasuring her opportunity to focus on being a language teacher and honing her craft. Sarah credits her professor Beverly Barr, her mentor Sherry Ripkin, and the Jump Start program office for their encouragement and for giving her the tools to do this job. Sarah's goals include pursuing National Board Certification in ESL in the next two years.

2011

Dara Kane (MAT '11) In June Dara completed her 2nd year as a full-time preschool teacher at Hoff-Barthelton Preschool in Scarsdale, NY. She continues to teach art to children and adults through her affiliation with ArtsWestchester. Recent Artist Residencies include: Unity Gardens, a senior residence; Mount Vernon Public Library; Heartsong, an organization that offers creative arts therapy to children with special needs. During the Summer of 2012 Dara created a new collection of over 20 original collages which can be seen in her Etsy shop: <http://www.etsy.com/shop/DaraKane>



Emily Hersh's ProQuest/UMI dissertation presentation

2013

Danielle Grandazzo (MAT '13) writes that as a result of attending the Job Fair for teachers that the Center for Career Development runs, she was hired for a two year teaching assistant position at the Rye Country Day School. She attributes the Mville Job fair for opening this opportunity up to her and is very excited about her position.

Emily Hersh (Ed.D. '13) The college's first ever dissertation has been submitted to ProQuest/UMI for publishing! Emily Hersh, one of the first doctoral graduates, completed her dissertation titled "Challenge and Change: The Influence of Technology Integration in Teacher Preparation Programs." It was accepted to ProQuest/UMI in June 2013. The Library sponsored a launch event for the publication.

Margaret Ruller (Ed.D. '13) shared that she has been appointed as the Director of Curriculum & Instruction for the Clarkstown Central School District effective July 22, 2013.

School of Education Alumni and Doctoral Program Host Program for Teacher Preparation

On Monday, December 10th, 2012, students in the SOE doctoral program presented a program for teacher candidates. This program *Be Ready! Be Prepared!* contained various topics that are important for new teachers to know. The doctoral students presented the following topics:

- **Being a Skillful Mentor for Beginning Teachers** (what to expect and helpful hints)
James Filippelli- Teacher, Lakeland
- **Current Information on Teacher Certification**
- **Advice on How and What to Do and Say During the Job Interview Process**
Timothy Conway — Deputy Superintendent, Brewster
- **Key Questions and Expectations During a Job Interview**
Monique Reilly — Teacher, White Plains

Lisa Cappola — Assistant Dean, Advisement, Berkeley College

The Center for Career Development at Manhattanville

Did you know that you receive a lifetime of support for career-related issues as a Manhattanville Alum?

Contact the Center for Career Development for any kind of career-related counseling at (914) 323-5484

Programs and Services

Individual consultation with a career counselor for resume and cover letter review, interview and job search assistance. Appointments are available in person, by email or phone consultation.

Resume, Cover Letter and Interview Skills Workshops An Education career counselor and an experienced teacher/administrator will help you hone your resume, cover letter and interview techniques. Workshops are offered every semester.

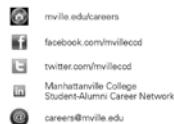
Mock Interviews for Education Students Practice interview skills and get feedback in a one-on-one mock interview with an experienced teacher.

Annual Job Fair for Teachers Meet with representatives from local school districts, private schools and charter schools.

Job postings on Experience
<http://mville.experience.com>

Online Resources Specific resources for School of Education students and alumni are available on the CCD website at mville.edu/careers.

Full services available for alumni following graduation.



Education Students and Alumni

2012-2013 ALUMNI EVENTS

School of Education Alumni Associations

The School of Education faculty have a passion for not only teaching current students, but for providing lifelong learning and success for alumni. The faculty's involvement in the community and with current students and alumni in their respective areas was a catalyst for the formation of alumni groups for specific areas in education.

Alumni associations for individual departments are extremely valuable for School of Education alumni. These associations provide professional development, networking, the sharing of experience, and expertise among teachers in specific grade level areas. Alumni report that their involvement in these groups has already been very valuable in that the sharing of information and experiences are specific to certain grade levels or topics.

Early Childhood Department and Alumni

BY PATRICIA VARDIN

On December 11, 2012 The Manhattanville Early Childhood Alumni Association organized a holiday celebration at The Coachman Family Center in White Plains, NY.

Patricia Vardin, the ECE Alumni Association faculty chair, along with co-presidents April Fatato and Jamie Morelli, and group members Dorothea Muccigrasso, Amy Lynch, Karen Villa, Laura Woodson, Victoria Fantozzi and Dana Parsons planned and participated in the celebration which was comprised of sugar cookie decorating, a visit from Santa, gift giving, and a holiday sing along.

The group enjoyed bringing holiday cheer to the children and their families. The children loved cookie decorating and were excited that Santa had come to visit. Their favorite part of the party was the sing along with the group's own Laura Woodson playing the guitar.

The alumni association hopes that this will be the first of many holiday events at The Coachman Family Center. Next year they hope to expand the celebration to include all ages of children in the event.

The Early Childhood Department and the Early Childhood Alumni Association co-sponsored the 3rd Early Childhood

Conference on October 6, 2012 at 8:00 am-1:00 pm, entitled "The Young Exceptional Child." The keynote speaker was Dr. Cecelia McCarton who is the founder and president of The McCarton Center for Developmental Pediatrics (1998), The McCarton School (2002), and The McCarton Foundation for Developmental Disabilities (2002). The conference included speakers on topics such as early identification of children with special needs, ADHD, autism, Asperger's syndrome, hearing and visual impairments, learning and physical disabilities, and gifted and talented.

The Early Childhood Department and the Early Childhood Alumni Association 4th annual early childhood conference took place on Saturday, October 5, 2013. The theme of this year's conference was "Healthy Children, Healthy Futures: Physical Fitness, Health, and Safety in Early Childhood."

The keynote address was "Squiggly Muscles and Healthy Hearts: Providing for the Young Child's Physical Activity Needs." The keynote speakers were Rhonda Clements, Professor and Director of the MPE program at the Mville SOE, and Sharon Schneider from Hofstra University.

If you are interested in joining the Association, please contact Dr. Vardin at 914-798-2714.



2012-2013 ALUMNI EVENTS

Literacy Department and Alumni Network

The literacy department faculty (Drs. Kristin Rainville, Chair, Courtney Keily and Katie Cunningham) has been busy learning all that they can about the changing literacy landscape at the national and state level and how this impacts educators at the district, school, and classroom level. With shifts in teacher certification, teacher evaluation, and curriculum, they have been engaged in research, writing, and teaching to make sure that they meet their students' needs the best they can.

Together, the literacy department edited its first issue of *The Language and Literacy Spectrum*, led by Katie Cunningham. The issue focused on The Common Core State Standards (CCSS) and the articles consider the politicized topics fueling the CCSS debate, including what we mean by text complexity and close reading, how technologies can be more than a tool, and how we can support diverse learners. The faculty celebrated the publication at an event held at Manhattanville in May and had several contributing authors and NYSRA board members in attendance. The issue is open access and can be found at: <http://www.nysreading.org/journal>.

Katie Cunningham has been a frequent blogger for Lee & Low Books, an independent children's book publisher focused on diversity. Katie has written posts entitled: "Rethinking Common Core Recommended Texts," "Reading Biographies to Reflect

on Core Principles and Create Belonging," as well as "Using Children's Books To Teach about Love and Belonging." Katie has recruited new alumna Katherine Ali, whose first post "What is the Common Core? How should it be used?" was just published. The blog, Open Book, can be accessed online at: <http://blog.leeandlow.com/>

In February, the literacy faculty presented a session at the National Association of Professional Development Schools annual conference in New Orleans entitled, "*Partnering To Support Language and Literacy Initiatives in Changing Classrooms.*" In April, the Collaborative for Equity in Literacy Learning (CELL) at Mount Saint Mary College held a literacy conference. Katie presented a session titled "*Rethinking Core Texts: Creating Text Pairings and Reader Response Opportunities to Better Appendix B*" and Kristin Rainville presented a session focusing on "*Community Mapping: Situating Learning within the Community Context.*"

The Literacy Advisory Board, which consists of Literacy Leaders and Educators in Westchester County, met in May. The board discussed how the shifts at the state level have impacted their districts, schools and classrooms and discussed ways in which the Literacy programs could best prepare literacy specialists.

Literacy Alumni may contact Courtney Kelly at courtney.kelly@manville.edu if they are interested in joining the group.

School of Education Alumni and Kappa Delta Pi Host Program On the Holocaust

The School of Education Alumni and Kappa Delta Pi hosted a workshop on "Documentation and Strategies for Teaching Through Historical Examples (with Focus on the Holocaust)" on February 6, 2013.

Dr. Marlene Yahalom the Director of Education for the American Society for Yad Vashem, presented an informative, compelling, and touching workshop. The audience of 25 school district teachers, students, and faculty were impressed with Dr. Yahalom's knowledge and passion for this subject.

One of the clear benefits of this workshop was the framework and information that she provided to participants so that they may in turn use it for their classrooms and share with students. Dr. Yahalom's presentation on the unique perspectives of the Holocaust generated a lot of discussion and provided thought-provoking perspectives.



Marlene Yahalom delivers her presentation

2012-2013 ALUMNI EVENTS

School Of Education 2013 Alumni Awards

SOE Alumni Awards

Distinguished Service Award

Honors a SOE alumnus who has contributed to the SOE through involvement in programs, events, panels, mentoring, and “gives back” as an educator to the student community.

Valiant Educator Award

Honors a SOE alumnus whose career and community accomplishments reflect the Mission of Manhattanville College or the School of Education by contributing to the ethical and social growth of the population he or she serves.

Inspirational Recent Alumni Award

Recognition for a young SOE graduate (within the last decade) for exceptional contributions to the field of education and/or to the community.

Alumni Innovative Teaching Award

Honors an alumnus who has demonstrated innovative teaching that positively affects PK-12 or higher education students' motivation and achievement.

Alumni Scholarship Award in Education

Presented to an SOE alumnus who has published notable scholarship in the field of education. Scholarship includes research or publications (books, articles).

Alumni Award for Publications in PK-12 Education

Awarded to an SOE alumnus who has created publications (children's literature, curriculum design, technology guides) that foster teaching, learning, and development in the PK-12 setting.

CALL FOR NOMINATIONS

The School of Education Alumni community is looking to recognize its distinguished and talented alumni who embody the mission of Manhattanville College and the School of Education.

Award recipients will be recognized at the School of Education Graduate Awards Ceremony on May 15, 2014.

Nominations are being accepted now. The deadline for submissions is March 7, 2014.

Submit nominations with an explanation of how the candidate supports the criteria for the award. Nominations can come from the candidate's students, professional peers, or supervisors. You may also self-nominate. Self-nominations must be supported with recommendations from students, peers, or supervisors.

Nominations may be submitted online: <http://www.mville.edu/AcademicsandResearch/SchoolofEducation/Alumni/AwardNominations/AlumniAwardNominations.aspx> or via email to Laura Bigaouette at Laura.Bigaouette@mville.edu

2012-2013 ALUMNI EVENTS

School of Education Alumni Reunion Reception Manhattanville Reunion Weekend

The School of Education held its fourth Alumni Reunion Weekend Reception on Friday, June 7, 2013.

Over forty School of Ed alumni, guests, and SOE faculty attended a reception in Reid Castle to enjoy an early summer evening get-together. President Jon Strauss and First Lady Jean Strauss greeted and met with alumni. School of Education Dean Shelley Wepner welcomed alumni and friends, and spoke about the growth and new programs in the SOE



Alum Monique Reilly and SOE faculty Vance Austin



SOE alumni at the reception

SCHOOL OF EDUCATION PROGRAM HIGHLIGHTS

Curriculum and Instruction

JOANNE FERRARA, FORMER CHAIR

The Childhood Department had an active spring planning for curricular changes focused on enriching the content knowledge base and pedagogical skills of our teacher candidates. Through the examination of course syllabi, student and faculty feedback, and teacher preparation standards, the department is implementing changes in both course content and course sequence this fall. The course content changes include differentiated instruction, integrative planning, backward planning, data-driven instruction, and developmentally appropriate instruction; while the course sequence changes

provide teacher candidates with earlier exposure to these important topics.

Our Social Studies and English Education professors were actively working with the teachers at Fox Lane Middle School as part of the partnership relationship between the Bedford School District and Manhattanville College. Classroom teachers served as host teachers for our on-site methods courses held at the middle school and also as guest speakers for courses held on campus. Teacher candidates benefitted significantly from the first-hand experiences provided by the middle school teachers.

Council for Exceptional Children (CEC)

MIKKI MALOW, ADVISOR

This fall, the annual New York State CEC conference was held in Saratoga Springs, New York. The School of Education's Department of Special Education was well represented at the meeting with presentations by Vance Austin, Ellis Barowsky, Dee Gómez, and Mikki Malow. In addition, for the first time, through the mentorship of Professors' Austin, Gómez, and Malow, Manhattanville's graduate students had a presence at the conference. The students who presented were Barbara Berte (Berte, B. & Malow, M., *The Use of Culturally Responsive Classroom Practices in Urban Settings*), Stewart Spitz (Gómez, D. & Spitz, S., *Jigsaw as a Tool for Self-Determination and Socialization*) and Elizabeth Olsen (who provided a poster session, *The Perceptions of Recent High School Graduates Relative to the Provision of Transition Services*).

Another way in which the Manhattanville CEC chapter brings awareness about educational issues and students with disabilities

is through the CEC Movie Night that is held once a semester. The student CEC chapter partnered with Kappa Delta Pi to present a screening of a timely, highly acclaimed educational documentary, *The Race to Nowhere*. The screening of *The Race to Nowhere* was held in November to a crowd of over 75 students, teachers and community members. The showing and discussion of the film has inspired individuals across the nation to call into question the current educational practices of standardized assessment, teaching to the test and over reliance of homework to increase educational performance. The documentary causes viewers to stop and reflect on the social and emotional costs to our students and "calls us to challenge current thinking about how we prepare our children for success."

Attendees at all of the CEC sponsored events are exposed to the many benefits of belonging to this worthwhile organization.

SCHOOL OF EDUCATION PROGRAM HIGHLIGHTS

First Doctoral Program Graduating Class

BY YIPING WAN AND RENEE GARGANO

Four doctoral students were the first doctoral graduate class in the May 2013 Graduate Commencement.

They are: Dr. Emily C. Hersh (Advisor: Dr. Yiping Wan); Dr. Steven C. Moskowitz (Advisor: Dr. Yiping Wan); Dr. Monique S.

Reilly (Advisor: Dr. Steven Caldas); and Dr. Margaret M. Ruller (Advisor: Dr. Robert Monson). These students successfully defended their dissertations this past spring.

A reception was held on May 13, 2013 to honor the graduates.



Robert Monson (SOE doctoral faculty), Emily C. Hersh (doctoral graduate), Monique S. Reilly (doctoral graduate), Margaret M. Ruller (doctoral graduate), Steven Caldas (SOE doctoral faculty), Renee Gargano (doctoral program coordinator), Steven C. Moskowitz (doctoral graduate), Yiping Wan (SOE doctoral faculty), and Kathy Rockwood

Introducing the new doctoral graduates:

Emily C. Hersh: Dr. Emily Cinque Hersh is currently the Principal for the Mt. Pleasant Blythedale School District. Working in the field of education for more than twenty years, she began her career as a teacher assistant upon graduating from Marist College in Poughkeepsie, New York, and then received her

Master's Degree in Special Education from the College of New Rochelle and a Professional Diploma in Educational Administration from SUNY New Paltz. In addition, Emily has had the following professional experiences: Teacher, Yonkers City Schools and Mt. Pleasant Blythedale School; Assistant to the Principal, Mt. Pleasant Blythedale School; and Assistant

Principal, Peekskill City Schools. In recent years, she has presented at regional conferences and for the Council of New York Special Education Administrators to share best practice in the application of technology to enhance teaching and learning. Dr. Hersh's dissertation focused on the influence of technology integration in teacher preparation programs.

First Doctoral Program Graduating Class (Continued)

Steven C. Moskowitz: Dr. Steven Moskowitz is currently the Assistant Superintendent for Human Resources & Technology in the Brewster Central School District. Working in the fields of technology and education for over twenty years, he began his career in education as a music teacher, graduating from the Crane School of Music in Potsdam. He received his Master's Degree in Educational Technology from C.W. Post College and a Professional Diploma in Educational Administration from Dowling College. He has worked for the New York State BOCES system as well as school districts in New York and Connecticut. Steve also worked as a corporate trainer with Fortune 500 corporations. He owned and operated a local area networking business, and has been a certified network engineer. In recent years, he has taught online courses at several colleges and universities, and has designed numerous online courses. Dr. Moskowitz's dissertation focused on the transition to online learning and the role quality and skill play in effective online instruction.

Monique S. Reilly: Dr. Monique Reilly is a fourth grade teacher in the White Plains School District, as well as an adjunct instructor at Manhattanville College. She is an active member of the Manhattanville School of Education Alumni Board. Her undergraduate focus was in the fields of Art Studio and Biology at Stony Brook University. Monique then went on to complete a certification program in Advanced Scientific Illustration from the Museum of Comparative Zoology at Harvard University. After many years of freelancing as a medical illustrator, Monique started her own children's clothing line that eventually sold in over 200 stores world-wide. A passion for learning and an interest in the field of education led Monique to Manhattanville College, graduating in 2000 with an MPS in Elementary and Special Education. Recently, Monique's research on the study of physical activity and academic achievement was accepted for presentation at the American Sociological Association conference in NYC. Dr. Reilly's dissertation included a path analysis on the influence of SES, ethnicity/race, and physical activity levels on student achievement.

Margaret M. Ruller: Dr. Margaret Ruller was recently appointed as the Director of Curriculum & Instruction in the Clarkstown Central Schools District. The centerpiece of her curriculum leadership for the district has been focused on a systemic literacy change initiative; moving a K-12, 10,000-student school district to a cohesive, articulated standards-based balanced literacy reading and writing curriculum. Prior to joining the Arlington Central Schools, Margaret served as an elementary principal, assistant principal, and an elementary classroom teacher in Westchester and Orange Counties. Dr. Ruller's dissertation focused on empowerment of teacher literacy leaders through examination of the impact and identities of five teacher literacy leaders within a balanced literacy initiative. Previously, Margaret was in the Arlington School District in New York.

Manhattanville School of Education Doctoral Program Starts Its Fifth Cohort in Fall 2013

BY YIPING WAN AND RENEE GARGANO

Since its launch in fall 2010, the School of Education's doctoral program has experienced significant growth and success.

This year has been filled with many accomplishments by our students and faculty. The expansion of our clinical faculty has provided doctoral students the opportunity to work closely with some of the region's most highly regarded school leaders. Significant enhancements were made to the program's curriculum, field experiences, policies and procedures. We have received outstanding feedback from our students who have expressed great appreciation for the richness of their educational experience and the unique personal attention and support that they receive from all affiliated with the program.

Most notably the significant increase in interest in the program as demonstrated by the admission of 21 students in cohort 5.

The faculty decided to add new students' orientation to better facilitate their entrance into the Doctoral Program. New students' orientation for Cohort 5 occurred in May.

The Doctoral Program has full time faculty dedicated to it: Dr. Yiping Wan who is the Coordinator of the Doctoral Program, faculty Dr. Steve Caldas and Dr. Bob Monson, and the Coordinator of Applied Research and Fieldwork Renee Gargano. The Doctoral Program also identified a cadre of successful practitioners as clinical faculty who include Dr. Joanne Marien and Dr. Jere Hochman as clinical faculty members.



Renée Gargano
Coordinator of Applied Research and Field Work, Doctoral Program in Educational Leadership

Ms. Gargano has over 33 years of experience as an administrator for the Putnam/Northern Westchester BOCES where she served as the deputy superintendent. Renée filled a variety of roles during her years at BOCES including: coordinator of special programs, assistant director for technical and occupational education, director for technical and occupational education, and assistant superintendent for human resources. She was appointed as deputy superintendent in 1995.

Renée holds degrees in Special Education, a masters in Counselor Education from Boston University and a professional diploma in school administration and a certificate in labor relations studies from the Cornell University Graduate School of Labor Relations. She also completed the Teachers College, Columbia University Education Policy Fellowship Program in 2007.

On two occasions, Ms. Gargano was named as Woman of Distinction by the Westchester Women's News and served as president of the Lower Hudson Council of School Personnel Administrators. She also received an Excellence in

Administration award from the Mid-Hudson School Study Council along with several leadership awards from various professional organizations.

Ms. Gargano is known throughout New York State for her development and implementation of many innovative programs that serve students and school districts. A sampling of Ms. Gargano's recently developed programs include: The Putnam Northern Westchester BOCES Center for Educational Leadership, The On-line Application System for Educators (OLAS), Today's Students, Tomorrow's Teachers(TSTT), The Future School Leaders Academy(FSLA) in partnership with Bank Street College, Come Teach with Us Academy for aspiring science, mathematics and language teachers in cooperation with Pace University, the development of an Executive Leadership Program for aspiring superintendents in partnership with Fordham University, and a variety of HR and labor relations certificate programs with the Cornell Graduate School of Labor Relations.

Ms. Gargano was recently awarded the national UCEA (University Council for Educational Administration, Inc.) Excellence in Educational Leadership Award by the Dean of Bank Street College of Education. She received this award as recognition for her generous and varied professional contributions of practicing school administrators to the improvement and support of school administration preparation programs.

School Of Education Doctoral Program *(Continued)*

Dr. Yiping Wan became Professor and Coordinator of Doctoral Program in Educational Leadership on October 1, 2009.

Over the past 20 years, Dr. Wan has coordinated two successful doctoral programs at Roosevelt University and at the University of North Florida. Dr. Wan also led the faculty in the development of the first doctoral program at Kennesaw State University: a Doctor of Education with Education Specialist embedded and with five concentrations in Early Childhood Education, Adolescent Education, Diversity, Educational Leadership, and Instructional Technology. Dr. Wan has worked with over 200 doctoral students over the years, and has finished chairing and co-chairing eight doctoral dissertations in addition to serving on many doctoral dissertation committees.

Dr. Wan has held several faculty and administrative positions at various institutions of higher education in both the USA and China, including two college deanships for over eight years in the USA. Dr. Wan earned his Ph.D. and master degrees, both in Educational Administration, from the University of Texas at Austin. He was awarded tenure at University of North Florida in 1996, and was awarded tenure at Kennesaw State University

in 2003. His research and teaching interests include diversity and global education; program evaluation and staff development; higher education and administration; curriculum development and instructional leadership; planning and change process; and partnership and community relationships. He has presented academic papers at many national and international conferences, has published over 20 articles and monographs, and over a dozen books and book-chapters, in both Chinese and English. Dr. Wan was a distinguished visiting professor at Johnson & Wales University, and a distinguished international educator in Mainland China and Taiwan. He has won several awards on teaching, research and services. He trained not only educational leaders, but also business and civic leaders, including MPA, MBA and EMBA students. He also assisted in the establishment of the first graduate program in Education in Belize.



Stephen J. Caldas is a Professor of Educational Leadership at Manhattanville College. He is the author of the book, *Raising Bilingual-Biliterate Children in Monolingual Cultures* (published by Multilingual Matters in 2006) and co-author of the book *Public Education—America's Civil Religion: A Social History* (with Carl L. Bankston III, published by

Teachers College Press in 2009). He has co-authored three previous books with Carl L. Bankston III. Stephen has authored or co-authored more than 65 articles and book chapters. His research interests include the social, policy and legal contexts of education, with a specific interest in bilingual education. Steve specializes in multivariate statistical modeling. He was formerly a professor at Hofstra University and the University of Louisiana—Lafayette, and a visiting professor at McGill University in Montreal and L'Ecole nationale d'administration publique in Quebec City.

Robert Monson is an Associate Professor of Educational Leadership and is also an Adjunct Associate Professor in education leadership at Teachers College, Columbia University, where he coordinates the Education Policy Fellowship Program. Across seven states he has served public school children in the capacities of teacher, high school assistant principal, high school principal, assistant superintendent, and four superintendent positions in Ohio, Massachusetts, Minnesota and New York. From 1990 to 2000 he taught in Lesley University's national curriculum and instruction masters degree program. He has served as a member of the advisory board of the Harvard Principals Center where he led dialogues among principals and superintendents. In 1997, he was a visiting faculty member at the Harvard Graduate School of Education. In recent years he has served as a consultant for ASCD, Public Agenda, the Annenberg

Institute for School Reform, and the Tri-States Consortium. Currently, he is engaged in principal professional program initiatives in China and Bhutan and is leading a U.S. field test of the Pre-University Program for the University of Cambridge (UK). He has co-authored two volumes on performance assessment and has published numerous journal articles on curriculum, assessment, and literacy education. His professional interests lie in leadership development, curriculum and learning, formative student assessment, and public engagement.



School Of Education Doctoral Program *(Continued)*

Doctoral Student Updates

Updates on doctoral students who have been promoted since starting the doctoral program.

- **Andrew Cameron** was promoted to Principal in the Florida UFSD. He was an Assistant Principal in Brewster.
- **Cheryl Champ** was promoted to Assistant Superintendent Curriculum & Instruction at the Sewanhaka Central High School.
- **Daniel Doherty** was promoted from Assistant Principal to Principal in the Dover School District.
- **Andrew Ecker** was promoted from Lead Teacher to Director of Development and Advancement at the Summite School in Nyack and is an Adjunct Professor at Mville
- **Paul Fanuele** was promoted to Executive Principal of Arlington High School. He was the Principal of Spackenkill High School.
- **Elizabeth Higgins** is now the Director of Teaching and Learning K-12 at the Wooster School. She was previously Assistant Principal.
- **Marco Pochintesta** was promoted to the Superintendent of Schools, Wappingers CSD from the Assistant Superintendent, Wappingers.
- **Nicole Schimpf's** new position is Director of Special Services at Valley Stream Central School District. She was previously the Director of Special Education and Student Services.
- **Lori Roberts** was Assistant Principal at Yorktown High School and promoted to Principal of Crompond School in Cortland.
- **Scott Wynne** moved from Dean of Students for George Fisher Middle School in the Carmel School District to Principal for Eastchester Middle School.

Educational Leadership Masters and Certification Program Changes

The School of Education Ed Leadership program has undergone some significant updates.

Lenora Boehlert, Professor and Director of Educational Leadership Programs, identified 5 new courses for future cohorts. The courses include Supervision, Data Analysis, Human Resources, The Principalship and The Superintendency. The revised program is currently under review by The New York State Department of Education. A focus will be on providing authentic experiences within a research based foundation. The goal is for students to be prepared to tackle the challenges of school and district administrative roles. The Ed Leadership program is searching for ways to enhance the internship experience through longer, more intensive opportunities. It would be helpful to have superintendents and district leaders encourage strong candidates into the program.

SOE New Programs

Early Childhood Location in NYC

The Early Childhood program will offer courses at the McCarton Center in New York City starting in the Spring 2014.

Manhattanville Education Institute (MEI)

The School of Education is launching MEI in January 2014 to provide a new set of course offerings for Continuing Education and Professional Development. Go to the School of Education web site to learn more about this unique opportunity.

MPIP@Bedford (Manhattanville Professional Internship Program at Bedford)

A new graduate program offering enables students to apply for the MPIP@Bedford program to be employed by the Bedford Central Schools as paid interns at the elementary, middle school, or high school levels while taking courses at Manhattanville. Students serve as substitute teachers and work directly with teachers and students. This is a result of the Changing Suburbs Institute® / Professional Development School partnership in Bedford.

Student Research Day

The Fourth Annual School of Education Student Research Day was held on April 17, 2013.

This event was coordinated by Ellis Barowsky, Professor, Department of Special Education; Steve Caldas, Professor, Educational Leadership; Courtney Kelly, Assistant Professor, Literacy Department, and Kristin Rainville, Chair and Assistant Professor, Literacy Department.

Graduate education and SOE doctoral students presented

their research topics and projects. The student and topic were introduced by the faculty sponsor.

Posters presenting students' research were displayed. A discussion between the attendees and poster authors took place during the program.

Below are the student presenters, research topics, and faculty sponsors.

PRESENTER	TOPIC	SPONSOR
D. Galkin	Lost in Transition: Exploring the Documentation Challenges Facing Learning Disabled Students Entering College	Dr. Y. Wan
S. Moskowitz	Transitioning to Online Teaching: An Inquiry into Qualities, Skills, and Support Structures Of Online Instructors	Dr. Y. Wan
E. McDonnell	Policy Brief for Algebra for All	Dr. S. Caldas/Dr. Y. Wan
J. Kamensky	NYSED Principal APPR Formula: Purpose, Policy and Protocol	Dr. Y. Wan
K. Fahmer	Effectiveness of Co-Teaching Methods: Teacher And Student Perceptions of Team Teaching and One-Teach, One-Assist	Dr. D. Gomez
D. Doherty	Teacher Accountability and Value-Added Models	Dr. S. Caldas
A. Schneeweiss	How Does Collaboration Between a Science Teacher and a Special Education Teacher Facilitate a Least Restrictive Environment for Students with Learning Disabilities?	Dr. V. Austin
A. Malfitano	Gender Differences in Emotional or Behavioral Problems in Elementary School Students	Dr. V. Austin
K. Ali	Artist/Writer's Workshop: An Approach to Engage Reluctant Writers	Dr. K. Rainville
D. Iverson	Homosexuality, Bullying, and Suicide	Dr. E. Barowsky
A. Nelson	How iPads Affect Literacy Instruction	Dr. V. Fantozzi
V. Browne-Brunow	Fiction and Nonfiction Texts-- How to Make Meaningful Intersections on the Road to the Common Core	Dr. C. Kelly
Andrew Cameron	A Study of Wellness of Eighth Grade Students in a Suburban New York School	Dr. Y. Wan
Stephanie Consentino	Taking a Deeper Look into Stories: How to Help Kindergarten Students Who Are Struggling with Comprehension	Dr. K. Rainville
Hillary Desir	The Effects of Sight Word Fluency Flashcard Drills on the Oral Reading Fluency of First Grade Students	Dr. N. Josephs
Dana DiGiansante	Lifting the Level of Content Area Vocabulary	Dr. K. Rainville
Diana DiPietro	Going Beyond the Text: Teaching Inferring to a Literal Thinker	Dr. K. Rainville
Kara Donovan	Impact of a Structured Writing Program	Dr. K. Rainville
Jennifer Grant	Using Graphic Organizers to Understand Mathematical Concepts for Students with Learning Disabilities	Dr. D. Gómez
Eleazar B. Herbst	The Effects of Teacher Use of Behavior-Specific Praise on Off-Task Student Behavior	Dr. N. Josephs
Emma Lipman	The Effects of Guided Reading on Second Grade Reading Fluency	Dr. D. Gómez
Lauren LoCascio	"I CAN'T DO IT!!": Helping Students to Reframe Themselves as Writers	Dr. K. Rainville
Holly Saks	Concerns Surrounding Concussion Management in Pediatric Athletes	Dr. S. Caldas
Paige Sassu	Using High Interest-Low Level Readability Texts with Striving Readers	Dr. K. Rainville
Aidan Tousey	The Effects of Social Skills Training on the Ability to Take Turns for Students Diagnosed with Autism	Dr. N. Josephs

Changing Suburbs Institute®

LAURA BIGAOUETTE, DIRECTOR-CSI

The School of Education's Changing Suburbs Institute® is the signature theme for community outreach and program development. The "Changing Suburbs Institute®" (CSI) uses evidence-based information to make discoveries about ways to best educate diverse student populations in changing suburban school districts, with a special emphasis on Hispanic students and their parents. CSI's major program components are professional development of teachers, parent education, and Professional Development Schools.

CSI Educational Forum

The Eighth Annual Educational Forum was held on Tuesday, March 5, 2013 at Manhattanville.

The theme of this year's conference was "Practical Classroom Strategies". The keynote speakers were Debbie Zacarian, Director of the Center for English Language Education at the Collaborative for Education Services who spoke on "Mastering Academic Language: A Framework for Supporting Student Achievement" and Patricia Velasco, Assistant Professor & Bilingual Education Program Coordinator at Queens College who spoke on "Integrating Content and Language Goals for Emergent Bilinguals."



Patricia Velasco presents the afternoon keynote address



Teachers from Bedford Central School District present a workshop on SIOP

Workshop presenters were Katie Cunningham, Dee Gomez, Lynn Huber, Courtney Kelly; Adrienne Viscardi, Andrea Abt, and Rita Sanchez from Bedford; and Marge Clarkson, Miriam Bernabei, Tahira DuPree Chase, and Dawn Johnson-Adams from Greenburgh 7.

Several workshops were presented at the forum. They were developed and presented by SOE faculty and administrators and teachers from local Westchester school districts:

- **Literacy Vehicles: Bookmaking**

Presented by **Diane W. Gomez**, Ph.D., Assistant Professor of Second Language Education and Chair of Educational Leadership and Special Subjects, Manhattanville College and **Lynn Huber**, Ph.D., former Assistant Professor in Curriculum and Instruction, Manhattanville College

- **Breaking the Language Barrier: Promoting Speaking & Listening in Linguistically Diverse Classrooms**

Presented by **Courtney Kelly**, Ph.D., Assistant Professor of Literacy, School of Education, Manhattanville College

- **The Importance of School District Partnerships for ELL Student Populations**

Presented by **Miriam Bernabei**, Director of Arts, Music, and Special Programs, Greenburgh 7 School District; **Marguerite Clarkson**, Principal of R.J. Bailey, Greenburgh 7 School District; **Tahira DuPree Chase**, Ed.D., Director of Curriculum & Instruction, Greenburgh 7 School District; **Dawn Johnson-Adams**, Director of Instruction, Greenburgh 7 School District

- **Core Era Literacies: How to Navigate the CCSS and Support Teachers to Make Learning Joyful and Purposeful**

Presented by **Katie Cunningham**, Ed.D., Assistant Professor, School of Education, Manhattanville College

- **Why Character Education**

Presented by **Phil Fusco**, Ph.D., Assistant Director, The Academy for Character Education at The Sage Colleges and Colleen Parris, Teacher, Uniondale School District.

- **SIOP in the Secondary Science Classroom: Effective Instruction for ELLs**

Presented by **Andrea Abt**, ESOL Teacher, Fox Lane High School, Bedford Central School District; **Rita Sanchez**, ESOL Teacher, Fox Lane Middle School, Bedford Central School District; and **Adrienne Viscardi**, Director of ESOL Programs, Bedford Central School District.

The conference was sponsored by Putnam/Northern Westchester BOCES and National Professional Resources, Inc., Rye, New York.

Teachers, administrators, students, and community organizations from the tri-state region attended the conference.

The Sixth Annual Hispanic Parents Leadership Conference To Be Held On Friday, November 1, 2013

The Fifth Annual Changing Suburbs Institute® (CSI) Hispanic Parents Conference was held at Manhattanville on Friday, December 4, 2012.

The keynote speaker for the conference was David Vallodalid, President of Parents Institute for Quality Education (PIQE). David talked about what is important for parents to focus on with their children. Over 200 parents attended the conference which was held entirely in Spanish.

Several workshops were presented at the conference including: Help With Homework and Special Services and Inclusion for English Language Learners in the Schools.

The conference was planned by the CSI Parents Program Committee. The Committee membership includes Maria Flores (Port Chester), Nelly Garcia (Ossining), Marcella Levin (Ossining), Tina Guzzetti (New Rochelle), Laura Reidy (White Plains), and

Adrienne Viscardi (Bedford). The Committee is chaired by Laura Bigaouette.

A workshop for Hispanic Parents on Special Education was held at Manhattanville on June 5, 2013. This workshop was planned and organized by the CSI Parents Committee (see above). The purpose of this workshop was to provide parents of IEP students with fundamental information about special education terms and processes. Ileana Rodriguez, CSE Chairperson, White Plains School District, presented information about the special education designation process and the rights of parents in this process. Four workshops were presented for parents: “Everyday Literacy” by Courtney Kelly, Assistant Professor at Mville SOE; “Special Education Classifications and Your Child’s Future” by Ileana Rodriguez, CSE Chairperson, White Plains School District; “Effective Structure” by Miriam Aguilar, Ossining; and “Language Acquisition” by Adrienne Viscardi.

CSI Consortium

The CSI Consortium meets bimonthly during the academic school year. Current issues and topics are presented and discussed in a small forum comprised of CSI partner school districts.

The Fall 2012 meeting topics included “The American Educational Language Policy and the ELL Achievement Gap” that was presented by Steve Caldas, Professor of Educational Leadership in the Mville SOE. The other presentation was on “Core Era Literacies and the CCSS: How to Make Learning Joyful and Purposeful” by Katie Cunningham, Assistant Professor of Literacy, Mville SOE.

The CSI Consortium had two meetings in the Spring 2013. A panel of school district administrators who are also SOE doctoral students discussed their perspectives and issues on the Common Core State Standards. Over 40 CSI Consortium members along with SOE faculty and current grad students attended this critical discussion. Vance Austin gave a presentation on “Preventing School Violence” at the April Consortium meeting.

Manhattanville’s role with CSI is to (1) bring together stakeholders involved in and interested in promoting Hispanic students’ achievement; (2) work collaboratively with these stakeholders to develop and assess programs that are both experimental in design and validated by prior research; and (3) bring greater awareness to the achievement gap challenges that exist in school districts heretofore under the radar screen of the general public so that time, attention, and resources are provided to begin to close the gap. As a result, Manhattanville will enhance its ability to develop teacher candidates because of its increased interaction with and understanding of changing suburban school districts. For example, Manhattanville is already providing additional multicultural experiences for teacher candidates.

CSI Hispanic Parents Leadership Program

CSI has an important program component called the Parents Leadership

Institute. CSI in collaboration with some of its partner school districts (Bedford, Ossining, Port Chester, White Plains, and New Rochelle) plan and coordinate programs specifically for parents of

Hispanic students in changing suburb schools. This program provides parents with information on the US educational system and helps them to be leaders in their communities and to be advocates for their children’s education.

CSI Tuition Reduction

CSI partner school districts with Professional Development Schools (PDSs) receive 1/3 tuition reduction on graduate courses in the School of Education for both teachers and parents. These districts are Port Chester, White Plains, New Rochelle, Greenburgh 7, Elmsford, Bedford, and Ossining.

CSI offers a tuition reduction benefit for high school graduates from CSI districts that have PDS schools. High school students in the PDS districts who have been accepted into the Manhattanville undergraduate program receive a 50% undergraduate tuition discount that is renewable annually, based on satisfactory academic progress.

Staff in Peekskill and Mamaroneck school districts receive a 20% tuition reduction on graduate courses.

Contact **Laura Bigaouette** for information: (914) 323-5482

Manhattanville Inducted as Community Partner In the Park Avenue School

Manhattanville College was inducted as a Community Partner in the Park Avenue School (Port Chester, NY) Distinguished Alumni Hall of Fame on November 29, 2012.

The nomination was presented by Rosa Taylor, Principal of Park Avenue School and accepted by Diane Gómez, Manhattanville-Park Avenue PDS liaison, and JoAnne Ferrara, Manhattanville College PDSs Coordinator. In addition to a plaque mounted in the Hall of Fame, a donation in honor of the partnership, was made to the Red Cross for Hurricane Sandy relief efforts.

The partnership began in the fall of 2009 when the Park Avenue School became a Professional Development School (PDS). The PDS partnership is one of Manhattanville College School of Education's Changing Suburbs Institute® (CSI) initiatives. CSI works to develop and implement continuous professional and program development in CSI school districts in order to facilitate an increased engagement in learning and educational access opportunities of diverse students, particularly Hispanic students in grades PK-12. The focus on teacher development and school and community programs

to enhance student achievement are accomplished through the partnership.



JoAnne Ferrara, Associate Dean for Undergraduate Admissions & Advising SOE; Dee Gomez, Chair of Educational Leadership Special Subjects & Associate Professor SOE; Rosa Taylor, Principal of Park Elementary School.

School of Education's Jump Start Program For Returning Peace Corps Volunteers

Manhattanville College School of Education is one of the newest members of the Paul D. Coverdell Fellows programs. Manhattanville provides a 50% tuition reduction for Returning Peace Corps Volunteers to enter the College's Jump Start program.

"Peace Corps Volunteers often return seeking a path to continued public service, so Jump Start is a great fit," Jump Start Director Mikki Shaw said. "We can take advantage of their prior experience in teaching and community service and get them into their own classrooms in less than a year. Having worked with RPCVs in the past, I can say with confidence that they are among the very best students and teachers I have ever worked with."

Dean Shelley Wepner and Jump Start Director Mikki Shaw watch as Mville President Jon Strauss signs the agreement.



Physical Education and Sport Pedagogy

The Adventure Education Workshop was held October 4th, 2012 to provide training for physical education teachers to help them better facilitate adventure programs that include wall climbing,

cooperative activities, and group problem solving. Twenty Manhattanville students and several practicing teachers successfully completed the training for certification. This event was organized

and hosted by Rhonda Clements, Director and Professor of the MPE program at the SOE and Robert Schmidlein, Assistant Professor at the MPE SOE program.

School of Education Distinguished Lecturer Series

Each year, the School of Education hosts a Distinguished Lecturer series where it invites leaders and innovators in the field of education to Manhattanville to speak. All events were

co-sponsored by the Teacher Center of Central Westchester and Putnam/Northern Westchester BOCES.



Dr. John B. King, Jr. was the distinguished lecturer for the Distinguished Lecturer Series on Wednesday, March 20, 2013. The topic for his lecture was “College and Career Readiness – Regents Reform Agenda.” Dr. King is the Commissioner of Education of the State of New York.

Appointed to this position in May 2011, he is New York’s youngest Commissioner and first of African American/Puerto Rican descent. Dr. King oversees more than 7,000 public and independent elementary schools, 270 public and independent colleges, thousands of libraries and historical repositories, and 240,000 certified educators.

Dr. King has a Bachelor’s Degree from Harvard University, a Masters Degree and Doctoral in Education from Teachers College, and a Law Degree from Yale Law School.



Dr. Thomas Lickona was the distinguished lecturer on November 21, 2012 and spoke on “Preventing Peer Cruelty and Promoting Kindness: 20 Strategies.”

Dr. Lickona is a developmental psychologist and Professor of Education at the State University of New York at Cortland, where he founded and directs the Center for the 4th and 5th R’s (Respect and Responsibility). A past president of the Association for Moral Education, he speaks around the works on fostering moral values and character development. Dr. Lickona’s work has been featured in *The New York Times* magazine and he has appeared on “Good Morning America,” “Larry King Live Radio,” “National Public Radio,” and “Focus on the Family.”

Kappa Delta Pi

RICK HECKENDORN, KDP ADVISOR & ASSISTANT PROFESSOR-CURRICULUM & INSTRUCTION

KDP runs several programs during the year. One of our KDP programs consisted of a group of SOE alumni talking about their experiences during their first week of school. This provides valuable information and advice to teacher candidates who are soon to graduate.

KDP programs are open to any SOE alumni who would like to present on a topic to teacher candidates.

On October 3, 2012 Kappa Delta Pi sponsored a program “How to Plan for the First Week of School” for teacher candidates. The panel was comprised of SOE alumni who shared their experiences and gave new teachers suggestions for ice-breakers, activities, and recommendations for setting up a classroom for a successful school year.

Why should an alumnus consider joining KDP? It is a national association of educators who have had at least a 3.25 average GPA, are or were members of our college’s education program with having completed at least 12 credits, and have written a short one-page essay about why you want to devote your professional life to education. You will receive excellent professional development and will be awarded a KDP certificate in a marvelous ceremony attended by the Dean of the School of Education, the Provost, and President of Manhattanville College.

We look to organize several wonderful events for the upcoming school year. Consider joining us by emailing Dr. Heckendorn at Rick.Heckendorn@mville.edu to obtain information about our future meetings.

You deserve to give yourself the opportunity to meet other teachers and students about to become teachers to maintain a strong network of professional friends. We can help you with that network. Join us!



(front) Mike Newgaard (left) and John Azabache, (back row l to r): Barbara Bennett, Sara Hall, Rochelle O’Donnell, Samantha Caponera

Center for Career Development Programs

The Manhattanville College Center for Career Development (CCD) holds programs during the year specific to the education field. Roberta Fisher, Career Counselor, held a workshop on Resume, Cover Letter & Interview Skills for Teachers on October 23, 2012. The CCD also holds a job fair for teachers.

The CCD, School of Ed, and Kappa Delta Pi co-hosted a workshop titled “Thinking Outside the Classroom: Options for Teachers in Today’s Economy” on October 17, 2012. Seven

panelists shared information about how their backgrounds in education helped to prepare them for their current positions and professional pursuits. The panelists included SOE alumni April Fatato, Owner of the Goddard School in Yorktown Heights, NY; Abbey Lombardo-Kumar, Founder and Director of Little Learners Studio in Rye, NY. The additional panelists represented careers in Pearson Publishing, Greenwich Education Group, Achieve Beyond, and High Achievers in New York City. .

New Faculty Appointment for 2012-2013

■ **Dennis DeBay**, earned his Ph.D. in Mathematics Education: Curriculum and Instruction at Boston College. Dennis is a faculty member of the Curriculum & Instruction Department is teaching Secondary Mathematics Education. He has taught courses in mathematics, mathematics methods, and educational technology at the University of Massachusetts Boston, Boston College, and Dalhousie University (Halifax, Nova Scotia). He was a Mathematics and Computer Science Teacher at Peabody High School, Peabody Massachusetts. He already has published and presented on ways to engage youth through computer visualization and augment the mathematics curriculum. Dennis is certified in Massachusetts as a Secondary Mathematics Teacher. He has a M.Ed. in Mathematics Education from Boston College and a B.S. with combined honors in mathematics and music from Dalhousie University.

School of Education Adjunct is Recognized

The School of Education gave special recognition to Gerard Mergardt at the SOE Adjunct Orientation on August 27, 2013. Gerard was honored as the adjunct of the year for the School of Education

Gerard teaches a variety of courses in the Physical Education department.

An orientation is held every year in August for new and returning adjunct instructors to learn about current initiatives in the School of Education, field experience requirements, library availability and updates, student requirements, and policies and procedures for grades and student observations.

SCHOOL OF EDUCATION UPCOMING EVENTS

November

■ CSI Hispanic Parents Leadership Conference

Friday, November 1, 2013
9:30 am-2:00 pm, Reid Hall
Program held entirely in Spanish.
Contact Laura Bigaouette at
laura.bigauouette@mville.edu

■ SOE Department of Curriculum & Instruction

Common Core for ELA and Math
Tuesday, November 5, 2013
4:00 am-6:00 pm, East Library,
Reid Hall
Speakers: Katie Cunningham and
Dennis DeBay, Assistant Professors,
SOE Curriculum & Instruction
Department

■ Dean's Symposium

Wednesday, November 13, 2013
4:20 pm-6:30 pm
Topic: "Getting a Job"
Professional Development credit
available RSVP 323-3153

■ SOE Graduate Admissions Open House

Thursday, November 14, 2013
6:30 pm-8:30 pm, Reid Hall

December

■ SOE Alumni Hosts Elementary and High School Student Panel:

Wednesday, December 4, 2014
4:30 pm-6:30 pm,
Ophir Dining Room
Topic: Characteristics of an
Effective Teacher from the Students'
Perspective
Presenters: 4th Grade Students from
Church Street Elementary School,
White Plains (Monique Reilly, MPS
'00, Ed.D. '13); High School Students
from Bronxville High School
(Dana Landesman Ventura, MAT '05)
RSVP to Laura Bigaouette at laura.
bigaouette@mville.edu

SPRING, 2014

February

■ SOE Alumni and Kappa Delta Pi Presents a Workshop for Teachers:

Documentation and Strategies for Teaching through Historical Examples (with focus on the Holocaust)
Wednesday, February 5, 2014
4:30pm-6:30pm, East Library,
Reid Hall
Presenter: Marlene Yahalom,
Ph.D., Director of Education for the
American Society for Yad Vashem

March

■ School of Education Distinguished Lecturer Series

Monday, March 31, 2014
4:20 pm-6:00 pm
Speaker: Dr. Douglas Fisher,
Professor, San Diego State University,
and Classroom Teacher and
Administrator at Health Sciences High
& Middle College Douglas Fisher
has published numerous articles
and books on improving student
achievement, reading and literacy,
differentiated instruction, assessment,
and curriculum design.

April

■ Ninth Annual CSI Educational Forum

Tuesday, April 8, 2014
9:00 am-3:00 pm, Reid Hall
Keynote Speakers:
MaryEllen Vogt, Professor Emerita
of Education at California State
University and co-author of the
SIOP series of books
David C. Berliner, Regents Professor
Emeritus of Education, Arizona State
University
RSVP to Laura Bigaouette at laura.
bigaouette@mville.edu

■ SOE Student Research Day

Wednesday, April 16, 2014
4:30 pm-6:30 pm

May

■ SOE Graduate Open House

Wednesday, May 7, 2014
6:30-8:30 pm

■ SOE Graduate Awards & Recognition Ceremony

Thursday, May 15, 2014
4:15 pm-5:30 pm

■ Graduate Commencement Ceremony

Thursday, May 15, 2014
6:00 pm-8:30 pm

School of Education Honor Roll

The School of Education wishes to acknowledge the following alumni, faculty, and friends
who made generous gifts to Manhattanville College and the School of Education.

This list represents gifts made between July 1, 2012 and June 30, 2013.

Name	Class of	Primary Education Degree
Cathy Acerbo*		Friend
Elva Adams	1999	Master of Professional Studies
Joseph Ahlstrin	2007	Bachelor of Arts
Sajeda A. Alhajajeh	2012	Master of Education
Gabrielle R. Ali	2013	Bachelor of Arts
Eve Altieri*		Friend
Donna and Richard Appell*		Friend
Susan E. Attard	1997	Master of Professional Studies
A. Nancy Avakian	1957	Bachelor of Arts
Carol Axner	1973	Master of Arts in Teaching
Judy and Richard Baluha*		Friend
Amelia Manley Banino	1988	Master of Arts in Teaching
	1968	Bachelor of Arts
Jessica L. Barney	2006	Master of Arts in Teaching
	2005	Bachelor of Arts
Donna Zilembo Barnum	1974	Master of Arts in Teaching
	1971	Bachelor of Arts
Ellis Barowsky*		Faculty
Terri Barrett*	2009	Master of Professional Studies
Melissa C. Barry	2013	Bachelor of Arts
Ruth E. Bauer	2006	Master of Arts in Teaching
	2005	Bachelor of Fine Arts
Margaret Bauman	1973	Master of Arts in Teaching
William H. Beardsley*		Friend
Julie and Adam Behar*		Friend
Joan Rothschild Beller	1974	Master of Arts in Teaching
Cynthia Hettinger Berger	1966	Master of Arts in Teaching
	1962	Bachelor of Arts
Nicole Bernadette	2012	Master of Arts in Teaching
Daniel M. Bernstein	2012	Master of Arts in Teaching
Cindy Kernahan-Bertrand and Richard Bertrand*		Friend
Elizabeth E. Bowler	1994	Master of Professional Studies
Lucia and Joe Breault*		Friend
Stuart and Kathy Breisblatt*		Friend
Theresa M. Bronner	1968	Master of Arts in Teaching
	1963	Bachelor of Arts
Jeannie and Randall Brooks*		Friend
Penelope M. Brouder	1988	Master of Arts in Teaching

Name	Class of	Primary Education Degree
Martha M. Brown	1992	Master of Professional Studies
Ellen Camillieri	1980	Master of Arts in Teaching
Helen Cannistraci	1968	Bachelor of Arts
Susan Cargill	1992	Master of Arts in Teaching
Angela Carlucci*		Friend
Michele Chiappetta	1996	Master of Arts in Teaching
Joyce Clark*		Friend
Julie H. Clarke	2002	Master of Professional Studies
Kerry and Brian Cleary*		Friend
Ken and Martha Coccaro*		Friend
Barbara Coleman	1978	Master of Arts in Teaching
Pat and Tom Confrey*		Friend
Marta Sanders-Cooper and Gordon Cooper*		Friend
Rosemary Kelly Corwin	1974	Master of Arts in Teaching
Mary A. Costagliola*		Friend
Mary E. Couzens	1950	Bachelor of Arts
Nancy Coyne*		Friend
Dawn Enterlein Crainer	1994	Master of Arts in Teaching
Mamie Ballard Crockett	1966	Master of Arts in Teaching
Nancy Valenti Cullen	1976	Master of Arts in Teaching
	1964	Bachelor of Arts
Deborah Darragh	1998	Master of Arts in Teaching
Cynthia and Chip Davis*		Friend
Patricia De Main*		Friend
JoAnn DeCarlo	1989	Master of Professional Studies
	1982	Master of Arts in Teaching
	1976	Bachelor of Arts
Lenore deCsepel	1982	Master of Arts in Teaching
Ernesta Ferrara Del Negro	1983	Master of Professional Studies
Kim and Neil Dennehy*		Friend
John R. DiBetta	2009	Master of Arts in Teaching
	2007	Bachelor of Arts
Mr. and Mrs. F. DiMarco*		Friend
Stephen J. DiMartino*		Friend
Donna Scotto Dittmeier	1966	Master of Arts in Teaching
Jean Divney	1988	Master of Arts in Teaching
Heather C. Doneit (MPS '10) and Peter Doneit*	2010	Master of Professional Studies

*Indicates gifts restricted to School of Education programs

Continued on page 32

Name	Class of	Primary Education Degree
Joseph B. Donnelly	2013..	Master of Professional Studies
	2011.....	Bachelor of Arts
Jo Ann and Noel Donohoe*		Friend
Angela M. Donovan	1966.....	Master of Arts in Teaching
Barbara and John Doonan*		Friend
Roberta Donaldson Downing	1973.....	Master of Arts in Teaching
Trish Coyle Ellingwood	1969.....	Master of Arts in Teaching
	1965.....	Bachelor of Arts
Marion Elliott*		Friend
Renee S. Ertischek	1987..	Master of Professional Studies
Catherine and Robert Eskierski*		Friend
Mary Ellen and Bill Evenson*		Friend
Maria and Philip Fecher*		Friend
Stacey L. Ferrante	1999.....	Master of Arts in Teaching
Beverly and Thomas Fetchet*		Friend
Marilyn Fetchet*		Friend
Iris Halpern Finkelstein	1978.....	Master of Arts in Teaching
Kevin H. Fitzgerald*		Friend
Mary Kehoe Flannery	1979.....	Master of Arts in Teaching
Beatrice A. Flipse	2007.....	Bachelor of Music
Gregg Fonde	1996.....	Master of Arts in Teaching
Patricia K. Freebern	1966.....	Master of Arts in Teaching
Elizabeth and Brooks Gallagher *		Friend
Joseph Gallagher*		Friend
Theresa and David Garabedian*		Friend
Patrica Lee Gauch	1969.....	Master of Arts in Teaching
Joanne Gemelli*		Friend
Alison Perrini George	1982.....	Bachelor of Arts
Francine R. Gerace	2003.....	Master of Arts in Teaching
Angela Giardina-Miranda	2000..	Master of Professional Studies
Laura and James Gibney*		Friend
Jean Madden Glunz	1955.....	Bachelor of Arts
Edythe Goldenberg	1976.....	Master of Arts in Teaching
Sandy and Eric Gordon *		Friend
Danielle M. Grandazzo	2013.....	Bachelor of Arts
Jamie Greenlees*		Friend
Linda Hamlin*		Friend
Elizabeth W. Hansbury (MAT '98)	1998.....	Master of Arts in Teaching
and Brian Hansbury*		
Wayne Harrison*		Friend
Gale B. Hartch	1994.....	Master of Arts in Teaching
Ann-Marie Fassl Hartline	1972.....	Bachelor of Arts
Pamela J. Hayes	1970.....	Master of Arts in Teaching

Name	Class of	Primary Education Degree
Richard S. Hebach	1974.....	Master of Arts in Teaching
Magnus Heimvik*		Friend
Marie Haggerty Hennelly	1949.....	Bachelor of Arts
Judy O. Higgins	1988.....	Master of Arts in Teaching
Verna Hopkins	1999..	Master of Professional Studies
Christine E. Hughes*		Friend
William H. Humphreys*		Trustee
Maureen P. Jackson	1991.....	Master of Arts in Teaching
Paul G. Jaquiere	2005.....	Master of Arts in Teaching
	1986.....	Bachelor of Arts
Arlene Jellinek	1980.....	Master of Arts in Teaching
Rita Johnson	2005..	Master of Professional Studies
Nina and Thomas Johnsrud*		Friend
Patricia and James Jowett*		Friend
Lauren Burack and Eric Kahn*		Friend
Alexandra C. Kelleher	2013.....	Bachelor of Arts
Josephine Kellman	1969.....	Master of Arts in Teaching
John J. Kenny*		Friend
Sheila Cosgriff Keys	1963.....	Bachelor of Music
Christine Kelly Kiernan	1966.....	Master of Arts in Teaching
	1965.....	Bachelor of Arts
Mary Rita Curran Killelea	1965.....	Bachelor of Music
Cynthia G. Kohl	1985.....	Master of Arts in Teaching
P. Nicholas Kourides*		Trustee
Kathryn and John Krajewski*		Friend
Mary Sheehan Kroon	1967.....	Master of Arts in Teaching
	1966.....	Bachelor of Arts
Donna Lasco	1990.....	Master of Arts in Teaching
Elaine A. Latzky	1980.....	Master of Arts in Teaching
Elaine and Richard Laux*		Friend
Gale and Robert Lawrence*		Friend
Marylin and Philip Leslie*		Friend
Jane Ann Nunn Lester	1976.....	Master of Arts in Teaching
Maureen Lewis*		Friend
Susan and Robert Lichten*		Friend
Marilyn Lincoln*		Friend
Mr. and Mrs. Paul Lischak*		Friend
Grace and Frank LoBello*		Friend
Abbey M. Lombardo and Nikhil Kumar		
Abbey	2010.....	Master in Education
	2004.....	Bachelor of Arts
Nikhil	2008.....	Master of Science
	2005.....	Bachelor of Arts
Nancy and Raymond Long*		Friend

Name	Class of	Primary Education Degree
Faith Lorenzo*		Friend
Jason T. Lummel	2001	Master of Arts in Teaching
	1993	Bachelor of Arts
Susan M. Lynn	1975	Master of Arts in Teaching
Rosemary MacLaughlin	1971	Master of Arts in Teaching
Linda Magnotta	1981	Master of Professional Studies
Maria R. Mangino	2005	Bachelor of Arts
Barbara B. Mann	1973	Master of Arts in Teaching
Jane Monagan Marrone	1993	Master of Arts in Teaching
	1973	Bachelor of Arts
Denise and Doug Martino*		Friend
Mary Carol Buchheister Massonneau	1949	Bachelor of Arts
Carol Kowalczyk Maurer	1966	Master of Arts in Teaching
	1964	Bachelor of Arts
Ora G. McCaine	1988	Master of Professional Studies
Elizabeth J. McCormack*	1944	Bachelor of Arts Trustee
Joanne and Doug Millet*		Friend
Kathleen R. McEntee	2004	Master of Arts in Teaching
	2003	Bachelor of Music
Mary E. McGann, RSCJ	1965	Bachelor of Music
Joanne McGrath	1995	Master of Arts in Teaching
Genevieve G. McHale	1979	Master of Arts in Teaching
	1977	Bachelor of Arts
Teresa Balancia McKenna	1991	Master of Arts in Teaching
	1984	Bachelor of Arts
Jenny and Chris McLaughlin*		Friend
Carol McLeod	1973	Master of Arts in Teaching
Kathleen Mellon	1975	Bachelor of Music
Joan Egan Mendelson	1995	Master of Arts in Teaching
	1963	Bachelor of Arts
Alyssa S. Mendes	2013	Bachelor of Music
Erica Thormann Merrill	1981	Master of Arts in Teaching
	1976	Bachelor of Arts
Ida T. Messana	1971	Bachelor of Music
Christine S. Meyer*		Friend
Doris Middleton	1978	Master of Arts in Teaching
Emily Mitchell	1975	Master of Arts in Teaching
Gladys Montgomery*		Friend
Nance and Gregory Montgomery*		Friend
Joan Morenstein	1990	Master of Arts in Teaching
Ellen K. Murphy	1994	Master of Professional Studies
Jana L. Murray*	2012	Master of Professional Studies
	2010	Bachelor of Arts

Name	Class of	Primary Education Degree
Margo Alexander Murray	1999	Master of Arts in Teaching
Susan Lipinski Neale	1975	Master of Arts in Teaching
	1971	Bachelor of Arts
Ellen Nelson, RSCJ	1977	Master of Arts in Teaching
Robert Newhouse*		Friend
Alanna D. Nolan	2009	Master in Education
	2006	Bachelor of Arts
Timothy Nolan	2003	Master of Arts in Teaching
	1976	Bachelor of Arts
Deborah Norley*		Friend
Marilyn and David Norris*		Friend
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	1963	Bachelor of Arts
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	1972	Bachelor of Arts
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Susan A. Rinaldi	1981	Bachelor of Arts
Rosemary Rinder*	1969	Bachelor of Arts
Anne Robinowitz	1977	Master of Arts in Teaching
Catrina Rocco	2012	Master of Professional Studies
	2006	Master of Arts in Teaching
Carolina Rodriguez	2006	Master of Arts in Teaching
	1995	Bachelor of Arts
Bunny Rosen	1981	Master of Professional Studies
Nancy J. Rudolph	1972	Bachelor of Arts
Michelle Sabino*		Friend

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Name	Class of	Primary Education Degree
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	1970	Bachelor of Arts
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Shirley Steinberg	1977	Master of Arts in Teaching
Elizabeth Stiel	1982	Master of Professional Studies
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Catherine McCreary Strauch	1973	Master of Arts in Teaching
Jean and Jon Strauss*		Trustee
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Brian Susetka*		Friend

Name	Class of	Primary Education Degree
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Cassandra W. Sweeney	2003	Master of Arts in Teaching
Lois and Charles Swindler*		Friend
Amy and Drew Swiss*		Friend
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Judy Taylor*		Friend
Patricia A. Torpie	1988	Master of Arts in Teaching
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Barb and John Walsh*		Friend
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Robert E. Walsh	2003	Master of Arts in Teaching
Joanne D. Wanderer	1974	Master of Arts in Teaching
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Janice White	1995	Master of Professional Studies
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	1992	Bachelor of Arts
Akiko Yamanaka	1995	Master of Professional Studies
Diane Wholey Yule	1966	Bachelor of Music

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