Greetings From the Dean

SHELLEY B. WEPNER
DEAN AND PROFESSOR, SCHOOL OF EDUCATION

What Should You Know About Your Alma Mater?

There is no substitute for a good teacher and leader. While we have known this about ourselves for eons, it is heartening to learn that those in the public eye—legislators, government officials, politicians, and policy makers—now have and are using the research to persuade others about our importance as guardians of this nation’s PreK-12 educational enterprise. We at Manhattanville College’s School of Education believe that exemplary teachers and leaders emerge and succeed as a result of innate characteristics, professional preparation, and lifelong professional development. Consequently, we as a School of Education strive to excel at providing all that is needed to prepare and continually develop our students and alumni for the teaching and leadership jobs that they have and which they may seek.

With that said, what is it about your alma mater that gives you bragging rights about your education? Indeed, you can proudly make the following claims:

- You come from an NCATE-accredited institution that prepares students to be highly qualified, has programs that are nationally recognized, and has faculty that have met rigorous standards from their respective professional societies.
- You graduated from an institution that offers the widest array of programs in Westchester County, and has a sterling reputation in the community; so much so, that local area teachers and administrators rave about the qualifications of Manhattanville graduates and seek to partner with us to positively influence their schools and districts.
- You are about to be part of your alma mater’s transformation as it prepares itself to offer its first-ever doctoral program in educational leadership (pending New York State Education Department approval) that will gain national prominence because of its innovative program offerings.
- You are witnessing the School of Education’s emergence as a leader in promoting the urgency of addressing the challenges of the changing suburbs. Manhattanville is doing so with its ever-evolving “Changing Suburbs Institute” (which we affectionately abbreviate as CSI) that uses evidence-based information to make discoveries about ways to best educate diverse student populations, with a special emphasis on Hispanic students and their parents.
- You are part of a community of teachers and leaders who use every opportunity to learn and grow through the School of Education’s Annual Educational Forum, Distinguished Lecturer Series, Kappa Delta Pi workshops, Dean’s Symposium, Hispanic Parent Leadership Conference, and co-sponsored conferences with local professional associations.
- You are part of a family which includes faculty who have excelled as PreK-12 educators and who now are engaged in finding answers to pressing educational challenges related to literacy, science education, bilingual and foreign language instruction, early childhood instruction, community-based schools, and leadership practices.

Indeed, it is an exciting time to be part of Manhattanville College’s School of Education, not just because of its unprecedented growth, or its 75-year old history of preparing top-notch educators, but because it needs you to keep us nimble, innovative, forward-thinking, and cutting-edge. Please consider joining one of our alumni groups, nominating yourself or someone else for one of our alumni awards, and participating in one of our professional development opportunities (see inside for details). By doing so, your interesting ideas and unique talents can be tapped as we continue to develop our reputation as a school that is second to none in Westchester County and beyond. The more that you get involved, the more widely dispersed our message will be about the magic of a Manhattanville education.
Johanna Mustacchi is a Media and Communications Teacher for 6th, 7th, and 8th grades at Pierre Van Cortlandt Middle School in Croton, New York. She is certified Elementary N, K-6, and Middle Childhood Generalist 5-9.

Johanna’s article “What’s Relevant for YouTubers?” was published in the ASCD Educational Leadership magazine website and appears in the March 2008 issue. The abstract is below:

What’s Relevant for YouTubers?

Students today spend more time accessing digital and mass media than students of any previous generation. Teachers can make use of students’ interest in the media while helping them become more intelligent viewers and users. With this reality in mind, Johanna Mustacchi developed and implemented a three-year media literacy curriculum for middle schoolers. Students learn to both produce and analyze print, broadcast, and digital media. Mustacchi kept students engaged by offering opportunities for hands-on learning, showing videos and YouTube, and discussing current media-related events. Students universally respond with amazement at learning so much they never knew about the media.

As a result of this article, Johanna was spotlighted in Kim Marshall’s “Marshall Memo,” a weekly newsletter sent to administrators all over the country.

Johanna was also written up in the Lohud “Hall Monitor” section on March 13, 2008.

Today’s Students, Tomorrow’s Teachers (TSTT), of Elmsford, NY, celebrated 2007 college graduates who have been trained and mentored in TSTT’s career development and mentoring program, and are moving ahead for careers in the teaching profession.

Two Manhattanville alumni completed the program and were recognized: Ekene Ndubuisi and Jessica Hilton.

Teachers is a career development and mentoring organization that recruits and trains culturally diverse and economically challenged high school students to prepare them for college with teaching as their career goal. TSTT partners with the New York State Board of Regents, school districts, colleges and community-minded businesses to implement its program of teacher training and placement.
A Third Grade Class Writes Letters to the Troops

Doris Middleton is a third grade teacher for 26 years at the Thomas Jefferson School in the Washington Township School District in New Jersey. Her third grade students wrote letters to troops in an American military training post as part of a class assignment. The students built a correspondence with the soldiers during the course of the school year.

Doris was surprised to receive a letter from a future soldier who said that his group had been down on morale. The entire platoon was called to formation and the students’ letters were read to them. The soldier said that the students’ letters motivated and encouraged the soldiers.

The students’ letters helped in many ways that Doris and her students had not anticipated. One soldier noticed that other cadets received little or no mail and “requested backup from a bunch of eager 8- and 9-year olds” who wanted new pen pals of their own. After a 17-week training period, many soldiers were stationed far away from their homes and their families would not be able to attend the platoon’s graduation. Therefore, he made sure to lift the soldiers’ spirits and came prepared with a stack of letters in hand and read each and every one of them aloud to his homesick peers. Middleton stated, “As young as the students are, they seem very appreciative, and they realize these people are defending them and our country” knowing that even though in today’s world writing an old fashioned letter is not the most popular, it was greatly appreciated by our fellow soldiers.

While some soldiers were teased about how creative Doris’ students would decorate the letters to the soldiers, one cadet remembers being teased for receiving a heart shaped letter and was forced to do pushups before being allowed to open it.

Unsure how to start their letters to the soldiers, Middleton’s students loaded each and every letter with questions such as why did you join, have you driven an army car, do you need good eyesight to be in the military and many more along with much praise and thanks to each and every one of them. A re-batch of letters will be received in November, but both the students and teachers cannot wait until the troops arrive back home. Who knew that something as simple as a letter could lift the morale and spirits of our fellow troops?

In a digital world where it seems everyone is texting or IM’ing or e-mailing, reading and writing between the lines may seem old fashioned.

Doris said “I’m from the old school. E-mail has its advantages and disadvantages, but there’s nothing like a handwritten note.” And these notes clearly meant a lot and made a big difference for soldiers in training away from home.

Inspirational Community Involvement and Philanthropy

Christine Stiassni-Gerli received the perfect eightieth birthday celebration by becoming a volunteer for the Habitat for Humanity’s Global Village program, which is an adventurous complement to a lifelong focus on philanthropy and education for working women.

September 2007 found Christine perfecting the art of spackling in rural Csurgo, Hungary. She was the eldest in a group of volunteers ranging from an eighteen-year old to mostly senior citizens. Christine didn’t mind hiking four miles every day to accomplish this project along with having to adapt to unseasonably cold weather.

Christine is on “only a handful of boards” at the current time. She just came off the board of Greenwich’s Women’s Business Development Committee (WBDC), which focuses on assisting women entrepreneurs, mainly minority women. Christine was the founder of Helping Hands, a nanny-finding service. WBDC has been associated with Helping Hands and has spread itself through other towns over the years.

Christine who resides in Greenwich, CT., has an association with the Carver Center in Port Chester. This dates back to the 1960’s and Christine sees the services that the Center offers as an immediate way of helping.

This winter, Christine will be a mentor for foreign speakers in conversational English at the English-Speaking Union in Manhattan one day a week. As Stiassni-Gerli states, “This is a time in our history when we need to reach out, person-to-person, as much as possible.”

Looking ahead, Christine is considering going back to Csurgo with Habitat for Humanity or possibly joining a team that will be headed to Thailand.
I am Brett Erenberg, teacher of 6th Grade Social Studies in Valhalla Middle School, in Valhalla, NY. I have been teaching full time for eight years now, but as I write I am just finishing up my first year at the job I hope to retain for the rest of my career.

I received my M.A.T. in Secondary Social Studies from Manhattanville in 1997. I pursued my masters degree intensively, as a full time student, starting the September after I graduated as a history major from New York University. While my teachers- both those in my content area and in educational philosophy and methods- were exemplary, to this day I believe that my last semester is what really transformed me into a teacher. It was during this semester that I started student teaching. The Manhattanville staff did an admirable job placing me in student teaching positions. My cooperating teachers were fantastic veteran teachers, who literally molded me into the teacher I am today. Also, my supervisor at Manhattanville during this period helped me pull everything together, and make sense of all that was coming at me. The best thing about my experience that final semester was that NO ONE was easy on me. I even cried (over stacks of papers I had to grade) a few times during those three months, thinking, “How does anyone really do this for a living? What have I gotten myself into?”

Now, backing up a bit to the three semesters prior to my student teaching, as I progressed through my required classes, it became increasingly clear that secondary Social Studies wasn’t exactly one of those “shortage areas” that you always hear about in teaching. My Social Studies methods classes were jam-packed with students! I don’t remember exactly when, but I had a sit down with an advisor who offered me some very valuable advice: it would be wise for me to enhance my future marketability by picking up some other teaching certificate besides 7-12 Social Studies. The first idea, Special Education, didn’t particularly appeal to me at the time. Neither did teaching Language Arts, because I didn’t possess the prerequisite undergraduate coursework. The most practical idea seemed to be the grades 5-6 extension to attach to my S.S. 7-12 certificate. This would ultimately qualify me to teach Social Studies in any elementary or middle school setting in which 5th or 6th graders traveled from class to class. I signed up immediately for the two required extra courses: one in elementary methods, and one in Middle School philosophy. Upon completion of these final courses, and of course student teaching in both a High School and a Middle School, the Manhattanville staff was able to shepherd me through the process of attaining my certificates of qualification for both 7-12 and 5-6 Social Studies.

I ended up teaching 7th and 8th grade in private schools and in NYC schools for seven years, never teaching under this 5-6 extension. While teaching at MS 181 in Co-op City, in the Bronx, I put in for my permanent certification, and wisely paid the fee for my Grades 5-6 certification to be made permanent as well, but never believing I would actually ever need it. Then in early July, 2007, almost a year ago, I interviewed for a 6th grade position in what literally seemed like my “dream school,” Valhalla Middle School. Although I possessed no 6th grade teaching experience, I believe I was ultimately chosen for the position in part because I was part of a much smaller pool of candidates possessing this certification, along with a content specialty in Social Studies. Apparently, there are lots of common branch elementary teachers who have an extension to teach in some upper grades, but my principal was looking for a 6th grade teacher with a true middle school mentality- that is, someone who came from the background of having taught older kids, instead of younger ones.

So, as it turned out, the advice given to me 11 years ago at Manhattanville College, that this extension would improve my marketability, proved to be true. Now don’t get me wrong I know that my seven years of varied teaching experiences had to have been a factor in being chosen for a very coveted Social Studies position, but without the 5-6 extension, I certainly never would have been called to interview for the position. I feel very fortunate to have been the recipient of not only the best preparation as a student and student teacher, but also for the very prescient advice that the Manhattanville staff gave me back in 1997. It took ten years for it to all work out, but the 5-6 extension turned out to be the best decision I could have made at the time.
Manhattanville Alum Publishes a Children’s Book

Tricia Grosso Clancy (MAT ’03) has a children’s book that is coming out in August, 2008. (The announcement appears below) The book is intended to help children who have lost a loved one. It should be in bookstores by August 2008.

Everyone loses someone they love. We all yearn for that one last conversation or one last sign that your loved one is still with you somehow.

In Dylan Remembers Daddy, four-year-old Dylan, with the innocence of a child, questions where her daddy has gone after he unexpectedly passes away. Travel with Tricia Grosso Clancy on a search that will help Dylan find her answer. Through one last visit, Dylan’s daddy leads her on a journey toward finding beloved reminders of him.

Available this summer in all major bookstores including: Barnes and Noble, Borders, Waldenbooks and other independent bookstores. You can also order online through Amazon.com, Walmart.com, barnesandnoble.com or tatepublishing.com. Contact the author at clancyst@optonline.net for more information.

We Need You! For The New School Of Education Alumni Board

We invite you to be a part of a brand new initiative for School of Education alumni: the new 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!

Purpose of the Board: 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.

Be a part of a brand new project and help to create and develop ideas for this new group. Create an alumni organization that you and your fellow alumni envision!

2008-2009 meeting schedule:
Thursday, October 2, 2008
Tuesday, December 9, 2008
Thursday, January 29, 2009
Thursday, March 26, 2009

Contact Laura Bigaouette at (914) 323-5482 or bigaouettel@mville.edu
School of Ed Alumni News

1966

Carol Maurer (MAT ’66 Concentration American History with Honors) is a teacher and department chair for social studies at Rye Neck High School. Carol received a Professional Diploma in School Administration and Supervision in 2007, and in 1964 she received her BA in American History with honors. She has received many honors and awards such as Outstanding Service to NY United Hospital award, Outstanding Social Studies Supervisor award, Human Relations Education award, and School to Work award along with many others. Besides awards Carol has also been actively involved in committees such as Mayfair Organization of NY United Hospital: Board of Directors, Westchester Youth Leadership: Board of Directors, NYS Council for the Social Studies: Cultural Education, Westchester/Portman Social Studies Supervisors: Board Member, Mamaroneck/Larchmont Human Rights Commissions: Advisory Board and Tri-County Leadership Institute: Advisory Board. Carol is married to her husband William C. Maurer with three children; Michelle, Billy, and Carolyn Pietrucha.

1970

Pamela Hayes (MAT ’70) in 2000 became the Director of all four schools at the Schools of the Sacred Heart, San Francisco. She has developed a strong community advocacy program with their African-American neighbors. Pamela began and built a new boys high school, a new arts and science center, and is currently redoing the boys’ school from the inside out. Total renovations estimated around $50 million dollars.

1972

Christine Stiassni-Gerli (MAT ’72) got her Masters in Humanities in 1974 also from Manhattanville. Christine is back on campus again and is now in the Masters of Writing program and is anticipating getting this degree in 2009. Christine received a citation from The Institute of Museum Services in Washington, D.C. in recognition of exceptional contributions to the United States Government and the museums of this nation. She taught English at public and private high schools in Westchester County. Christine “side-stepped” her teaching career into museum administration. She served as the director of the Discovery Museum in Bridgeport, CT, and served as the CT representative for the New England Museum Association. Christine then became a small business owner for fourteen years running Helping Hands, a nanny search and support firm in Greenwich, CT, working with parents in Westchester and Fairfield counties recruiting child caregivers for families. Christine says that she does not feel very “retired” with still a number of non-profit and family pursuits. Christine has worked over the years as a volunteer and board member of a number of local and regional groups. (See article)

1978

Doris Middleton (MAT ’78 Elementary Education/Psychology) is a third grade teacher at the Thomas Jefferson School in the Washington Township School District in New Jersey. Doris was recognized as Teacher of the Year in 1992 at Thomas Jefferson School. Her second and third grade students have written to “Grand Pals” at the Cardinal Village assisted living home. Doris was a cooperating teacher for four student teachers, two of whom were former students. She was also a mentor teacher for some first year teachers. Doris has kept a photo album with teaching memories, school events, parents and students letters, since 1976! (See article)

1979

Margaret Blaiotta Gilhooley (MAT ’79 English 7-12) began as a teacher, moved to assistant principal, and now currently the central office supervisor of Gifted Services in the Arlington Public Schools District. In 1978 she achieved her BA in English and American Literature along with an additional degree; MA Administration. She received an award for Outstanding Teacher of the Gifted and personal recognition for the Education Policy Leadership Fellowship.

1981

B arbara Torre Veltri (MAT ‘79 Elementary Education) is an assistant professor of Elementary & Social Studies Education at Northern Arizona University in Flagstaff, Arizona. She received her Ed.D. in 2005 from Arizona State University. Barbara developed Power Hitter, LLC which is a sports education business teaching program. It enriches and remediates with math and literacy curriculum and is tied to baseball. Barbara appeared in the June 22, 2008 Chronicle of Higher Education regarding TFA research.

1984

Brain Callahan (MAT ’84 Elementary Ed./Spec. Ed.) works in the Brunswick School District as a fifth grade teacher. Brian is a member of the
Park Advisory Board in Patterson, NY and a member of the Waterside School ISEE preparation. He is also an administrator for Brunswick Junior Bruin Ice Hockey Clinics from November to March.

1987

Jane Skouge Turk (MAT ‘87) is an enrichment teacher in the White Plains School District. In 2005 she received a National Board Certification, N46, 7-12 Social Studies and Gifted and Talent Certification. Jane also is an adjunct at Pace University teaching Ed Psych and Human Development. She teaches at NYSUT instruction both in graduate and undergraduate programs and Assessing Learning, Multiple Intelligence.

1989

JoAnn DeCarlo (BA ’76, MAT ’82, MPS ‘89) retired five years ago from the Town of Greenwich where she taught kindergarten, first and second grades for thirty years. JoAnn spends time at her home in Vero Beach, Florida. JoAnn is grateful for the education she received at Manhattanville. Her years in education were happy and fulfilling, and she feels fortunate to have had the opportunity to shape so many young minds.

1991

Jeff Knisely (MAT ‘91) is an 8th grade teacher for Social Studies in Chappaqua.

1992

James Carlson (MAT ‘92 Social Studies 7-12) is a content specialist at Sussex Teach High School. In 2007 and 2004 James was a Recipient of DCSS “Outstanding Contributions in Social Studies” along with involving himself in the community as a Voice of Democracy Project with VFW.

Phyllis Steinman Caplan Nesbitt (MAT ‘92 K-12) currently works at Free Lance/ Dance Exercise and is a volunteer arts council and teaches in schools. Phyllis has received the Girl Scout Recognition/ Brevard Music Center Award.

1995

Joanne McGrath (MAT ‘95 English) is a Middle School ELA teacher at Hastings-on-Hudson schools. Joanne helped design an Interdisciplinary Project recognized by the Blue Ribbon and co-wrote their Blue Ribbon application; which was a very successful one, and presented at the Blue Ribbon Ceremony at Washington D.C. in November 2007. She was twice presented “American Young Adult Fiction” at Clifden Community Arts Week, Clifden, Co. Galway Ireland along with being a member of the Edith Winthrop Teacher Center Policy Bd. Joanne also has one-year-old twin granddaughters.

1996

Nan L. Gabriel (MAT ‘96) is currently a teacher at Port Chester Head Start. Nan received her MSW from Fordham University. Involving herself in the community she is a part of the Martin L. King Institute for Nonviolence, WESPAC, Forthill Drama Group, and the leader of the Single Parents Support Group. At 83 she goes to Curves for Women every day to maintain a physical active life. She is involved in a writing course at Sarah Lawrence College Writing Institute as well.

Myriam Lopez Valle (MAT ‘96) is an ESL teacher at Trinity Elementary School and New Rochelle Public Schools. In 2000 Myriam achieved her ESL certification from St. John’s University. Valle is the director of the Children’s Ministries at “El Olivar” Church in Portchester, NY. She was married at Manhattanville’s O’Byrne Chapel on 7/17/99 to Walter Valle. She has two sons, Silas who is four years old and Daniel who is almost two years old.

1999

Michael De Feo (MAT ’99 Education & Art) is full time high school teacher as well as tackling numerous art career activities. Most recently he had a solo exhibition in Amsterdam and released his third printing of his children’s book “Alphabet City: Out on the Streets” by Gingko Press. For over fifteen years he has been creating street art that is not limited to the streets and has appeared in galleries, museums, books, and magazines around the world including The New Museum of Contemporary Art, NY; the Neuberger Museum, Purchase, NY; the Aldrich Contemporary Art Museum, Ridgefield, CT; MASS MoCA; the A3 Art Fair, Paris; Biblioteca Civica G. Tartarotti, Rovereto, Italy and The National Gallery, Bangladesh, amongst many others. Michael has also been featured on the cover of New York Magazine “Reasons to Love New York” issue and participated in the Wooster on Spring exhibition at New York’s “Candle Building”. De Feo’s award winning children’s book “Alphabet City: Out on the Streets”, pays homage to the classroom that is NYC- using his paintings glued on the streets of Manhattan to illustrate each letter of the alphabet. Michael lives in New York with his daughter, Marianna, and teaches high school art in Fairfield County, Connecticut.

2000

Christine O’Connor (MAT ’99 Secondary English) is a part-time English teacher at Edgemont JrSr High School. Christine enjoys teaching three classes of high school English and having time to be involved in her daughter’s elementary school and brownie troop.

Barbara Anne Forte (MAT ’00 Social Studies) was a “stay at home mom,” and returned to teaching social studies at FDR High school. She received a dual certification in Social Studies and Special Education. In 2007, Barbara continued her studies and achieved her degree and certification in special education. Barbara also involves herself in Strategic Planning Committee/ Hyde Park LSD. Barbara has two children; Noelle age 6 and
Christina age 2. She currently teaches Global History, Geography, and History.

Johanna Mustacchi (MAT ’00 Elementary Education) is a Media and Communications Teacher for 6th, 7th, and 8th grades at Pierre Van Cortlandt Middle School in Croton, New York. She is certified Elementary N, K-6, and Middle Childhood Generalist 5-9.

Johanna’s article “What’s Relevant for YouTubers?” was published in the ASCD Educational Leadership magazine website and appears in the March 2008 issue; the Marshall Memo; and was written up in the Lohud “Hall Monitor.” (See article)

2002

Enjoli Joseph Anderson (MAT ’02) has taught for the past six years at Ardsley Middle School. Besides teaching, he is also the coach of the volleyball and bowling team. The bowling team qualified for sectionals for the third year in a row. Enjoli is also an adjunct professor at Manhattanville College and teaches Scientific Methods of Inquiry. He recently bought a townhouse in New City, New York and has a one year old daughter named Andrea Anastasia.

2003

Andrew Bausili (MAT ’03) is an English teacher at Bronx High School of Science. Andrew received an additional degree in ESL. In 2002-2003 he worked at Bronx Science, 2003-2006 worked at New Rochelle High School, and 2006 to present back at Bronx Science.

Tracy Campanite (MAT ’03) is an 8th grade teacher and assistant athletic director at Briarcliff Manor School District. Tracy received the Briarcliff Manor Teacher of the Year 2006-2007 award.

Jennifer Carriero-Dominguez (MAT ’03) currently works in the Port Chester School District as a fourth grade teacher at Park Avenue Elementary School. Jennifer has obtained degrees in Educational Leadership MPS, Bachelors degree in English at Fordham University and her undergrad at Rosehill in the Bronx along with her MST at Fordham University, Lincoln Center. Jennifer’s professional recognition includes the Kappa Delta Pi education honor society, NYS Academy of Teaching and Learning, and SUNY Purchase Teacher Center Professional Curricular Development Award. She is now part of an intensive language institute program at Manhattanville College to be certified in ESL and will be the third vice president of the Park Avenue PTO in Port Chester. Jennifer is enjoying life in her newly renovated home with husband Rob, a guidance counselor at Hommocks Middle School, and daughters Jane, 5 years old, and Gwen, 3 years old.

Christine Ireland (MAT ’03 Art Education) is a Basic Occupational Education Integrated Art teacher at Southern Westchester BOCES. She is also the advisor for Skills USA Career and Technical Education Achievement program.

Danielle Patane (MAT ’03) began her career as a classroom teacher in the Bronx. She remained in the Bronx for three years and received tenure. Danielle moved on to Westchester and began working in the Hendrick Hudson School District as a reading specialist. She has been with the school district for the past three years and is presently a resource room teacher. As an undergrad she majored in Sociology and minored in elementary education continuing her graduate studies in Reading and Writing K-12. Danielle has obtained certifications in Elementary Education Pre K-6, Reading and Writing K-12, Students with Disabilities Grades 1-6, Wilson Level 1 certification, and is currently working on National Board Certification. She is presently on the committee for RTI (Response to Intervention) and a mentor at Manhattanville College for new teachers. This is her second year as a mentor and thoroughly enjoys her experience. Danielle has received the Kappa Delta Pi award along with a notable accomplishment of receiving tenure in two areas of her certification. Danielle will be getting married in October 2008.

2004

Samantha Larrea (MAT ’04 Art Education-Visual Arts) has been teaching in the Eastchester School District as a High School Art and K-1 Art teacher for the past four years and loves it. Besides achieving her masters in education she has also obtained a BFA degree in Advertising Design. Outside of teaching, Samantha works with The Waverly School’s Picture This! which includes an Art Gallery, Cafeteria Mural Project, 500 Tile Project, Digital Photography Program; paid by the Wavery’s PTA Gift money of $10,000, and Eastchester’s District Wide Arts Festival. In addition Samantha is working towards her certification in Structural Yoga and Kida Yoga.

Faye Pachonas (MAT ’04 Biology 5-9, 7-12) is a Biology teacher at Grace Dodge Career and Technical High School. She is also part of the Council for Unity Youth Group.

Medard Thomas (MPS ’04) was Parkway School’s Assistant Principal and is now the Assistant Headmaster for the Waterside School in Stamford, CT. In 1996 he began as a second grade teacher at Parkway School in Greenwich. For eight years he taught second, fourth, and fifth grade before becoming Assistant Principal for the International School at Dundee in 2004 and later returned to Parkway School in 2005 as assistant principal. Medard received his Bachelor of Science in Psychology from Fordham University in 1994, his Masters of
Science in Early Childhood Education from Bank Street College of Education in 1996 and a Masters of Science in Educational Leadership from Manhattanville College in 2004.

2005

Madeleine Ayala-Lopez (MAT ’05) is a fourth grade teacher at Hackley School where she is extremely happy and enjoying the benefits of working in a private school, including living on campus, having 15 bright students, and going as a chaperone on school trips to Japan.

Michael Fisher (MAT ’05 Childhood, Certified Grades 1-6) is a second grade teacher in the Bronx.

Kerry Devaney Jacobs (MA ’05 Art Ed K-12) is the head of the Fine and Performing Arts Department at the school of the Holy Child. Aside from receiving an award from Kappa Delta Pi, Kerry began the Summer Arts Immersion Program at School of the Holy Child in June. You can find further information regarding this program at www.holychildrye.org. Kerry also started the December Arts Immersion and a visiting Artists Program, and has fostered these programs for the last two years. She married James E. Jacobs on August 25, 2007.

Soraya Martino (MAT ’05) lives in Connecticut where she works at the International School at Rogers Magnet. During her second year teaching she was required by the State of Connecticut to pass a Portfolio in order to keep her certification. This was a huge project and required a lot of time, commitment and most of all had to show how well she was prepared to teach a foreign language; in Soraya’s case Spanish elementary K-5. She passed her portfolio with the best score and the State of Connecticut kept her portfolio as an Exemplar Portfolio to be used across the state.

Maria Ricci (MAT ’05 Jump Start) has just completed her fourth year of teaching and is currently at Valhalla High School teaching Spanish. She also completed a summer study program to Guanajuato, Mexico last summer.

Roberta Walton (MAT ’05 Early Childhood) currently works at PS6x in the Bronx teaching first grade. Roberta is a former editor and writer, and teaching is her second career. Besides teaching she is involved with Literacy Volunteers of America and writing books for first-graders. One of her notable accomplishments is that she attained “Plus 30” Professional Development accreditation while also making time to regularly meet with other students in the Cohort 4 Jump-Start Program.

2006

Jennifer Shallo Baiocco (MAT ’06 Biology 7-12) is currently a Biology teacher at Blind Brook High School. She recently married on July 15, 2007.

Richard M. Dima (MAT ’06) received his MAT in Social Studies 5-9, 7-12, and Students with Disabilities/Special Education 5-9, 7-12. He is currently a special education teacher at Arlington High School. Richard and his wife are expecting their second child; daughter Maeve, in February.

Beth Krapa (MAT ’06) is a visual arts teacher PreK-5 at Martin Luther King Jr. Elementary in Yonkers.

Scott Schiff (MPS ’06 Childhood and Special Ed.) is a special education teacher for the 6th grade at Middlesex Middle School in Darien, CT. Scott received the KDP Honor Society award and had a baby due this past May.

2007

Odalys Cedeno (MPS ’07 TESOL) is a very humble and spiritual person. She is blessed with a wonderful devoted husband, Fabricio and four beautiful children; Daniel, Arianna, Tommy and her stepson Nicholas. Odalys is an ESOL teacher at Highlands Middle School in White Plains School District teaching Beginner, Intermediate & Advanced students in grades 6th, 7th, and 8th. She participated in the Manhattanville Alumni Mentoring Guild program for 2007-2008. Odalys also teaches ESOL in the evening Adult and Continuing Education program at Yonkers School District called Yonkers Pathways to Success. Through this position she is able to help the parents of the students and the community as a whole by improving student’s English survival skills and community knowledge.

Rosana Diaz (MAT ’07 Foreign Language; Spanish 7-12) teaches at White Plains Middle School and is involved with LASOS evening parents program and coordinates children’s evening programs.

Catrina Rocco (MAT ’07 Social Studies 5-12) is a social studies teacher at New World High School in the Bronx for 9th and 10th grade Global Studies. In 2003 Catrina received her BA from SUNY Albany and in 2005 was initiated into Kappa Delta Pi. She teaches at a high school that is geared just for ELL’s, an English language immersion school that is public.
School Of Education Alumni Associations

The School of Education Faculty hold 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, and 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.

Educational Leadership Network “Happenings”

Dr. Kathy Rockwood

This year there were two Educational Leadership (EDLEAD) Network forums: one on October 22, 2007 and April 28, 2008. At the October 22 forum Dr. Jerry Willis provided an update on the Educational Leadership doctoral program which precipitated a lot of questions and interest. Dr. Virginia Hurley made a presentation and proposal that targeted alumni to participate in a Virtual Coaching pilot. Three brave souls participated in some of the monthly virtual coaching sessions and Wilma Reid continued to be involved all year. With some refinements, we plan on offering this opportunity to graduates again next year, with the option of accruing professional development credit.

Please consider taking advantage of this support, especially if you are in a leadership position.

The April 28 forum featured Zachery Sims, a senior from Greenwich High School, who has his own internet consulting business. Jory Lockwood, a Greenwich High Technology Coach and Mville adjunct, helped organize the presentation with Zachery. From the moment that Zachery started his presentation, he had everyone’s attention. He showed the group examples of the various interactive web-based tools that students are using. Everyone was inspired and challenged as we discussed the implications for classroom instruction and for leaders supporting teachers’ professional development in the use of instructional technology.

As we plan for next year, the EDLEAD Network now has new leadership, with three officers. Jeannie Hurley (August ’08) will serve as president and Wilma Reid (May ’07) will serve as vice-president. Kathy Rosoff (May ’06) will continue to lead the Leadership Book Group. We look forward to excellent programs next year and collegial exchange. The Network offers an important source of support for alumni and has been well attended. We look forward to sustaining our friendships during 2008-09!
On October, 11, 2007, The Early Childhood Alumni Association held its first meeting, launching a new alumni group for the School of Education at Manhattanville College.

Seven alumni attended the meeting including Marty Berntsen, Renee Ferrito, Barbara Flynn Laura McDermott, Susanne McHugh, Tina Pezzullo, and Laura Woodson. Susanne McHugh and Barbara Flynn were established as co-Presidents of the organization and Dr. Patricia Vardin, Chair of the Early Childhood Education Department, offered to serve as the faculty advisor. Dean Shelley Wepner welcomed alumni back to Manhattanville and offered her support for the association as well as praise to the alumni for their interest and initiative in forming the organization. Members then discussed the goals and objectives of the group and discussed plans for the 2007-2008 school year. They agreed that the organization would focus on several key purposes including creating opportunities for professional development, networking, sharing instructional practices and social activities.

In addition to the organizational meeting, the group met four times during the 2007-2008 school year. In November, the association met for a networking dinner at a restaurant close to Manhattanville College. On December 5, 2007, the ECH Alumni Association hosted Dr. Paul J. Donahue, a nationally recognized clinical psychologist and author of a new book “Parenting Without Fear.” Dr. Donohue gave a presentation entitled “Developing Positive Relationships With Parents” which included a question and answer segment and a book signing.

The Association also sponsored a film/discussion night on March 26, 2007. Members had the opportunity to watch a film on classroom management and discuss the content of the film afterwards. The last event of the year was held on May 1, 2008. The Association had a reception to network and to welcome soon-to-be graduates of the Early Childhood Department. The program for the event was a presentation on “Facilitating Young Children’s Speech and Language Development in the Early Childhood Classroom.” The presenters were Speech Pathologists Jaclyn Israel, M.A., CCC and Nancy Trommer-Thaul, M.S., CCC. A dinner and a discussion followed the presentation.

The Early Childhood Alumni Association is looking forward to planning events for the coming year and contacting and welcoming new members. If you are interested in joining the Association, please contact Dr. Vardin at 914-798-2714.

The Childhood Alumni Association had its first meeting on Thursday, April 10, 2007.

This meeting, co-chaired by Association Co-Presidents Erica Silver and Erica Tancora, was attended by fifteen childhood alumni. The group outlined program ideas for professional development and networking events for the coming year.

The group will host events that capture the needs of our graduates and alum.
Each year, the School of Education hosts a Distinguished Lecturer series where it invites leaders and innovators in the field of education to speak. All events were co-sponsored by the Teachers Center at Purchase College and The Edith Winthrop Teacher Center of Westchester.

Maxine Greene was the distinguished lecturer for the second Distinguished Lecturer Series on September 26, 2007. Her topic was “Imagination in the Classroom: Realizing Possibility.”

Dr. Maxine Greene is professor of philosophy and education and the William F. Russell Professor in the Foundations of Education (Emerita) at Teachers College, Columbia University. She is the founder of the Maxine Greene Foundation for Social Imagination, the Arts, and Education. The foundation directs its primary attention to the intersections among various modes of social action and engagements with the arts. Dr. Greene received a Ph.D. in the Philosophy of Education from New York University. She taught Philosophy and Literature at New York University before being hired as an Associate Professor of Literature at Montclair College and an Associate Professor of Education and Philosophy at Brooklyn College. She began her career at Teachers College, Columbia University, in 1965. She also became the editor of Teachers College Record that same year. She became Philosopher-in-Residence at the Lincoln Center Institute for the Arts in Education, and was the first female president of the American Educational Research Association in 31 years.

Ken Tobin was the distinguished lecturer for the third Distinguished Lecturer Series on October 10, 2007. His topic was “Learning to Teach in Diverse and Dynamic Classrooms.” Kenneth Tobin is Presidential Professor of Urban Education at the Graduate Center of City College. Prior to commencing a career as a teacher educator, Ken taught high school science and mathematics in Australia and was involved in curriculum design. His research interests are focused on the teaching and learning of science in urban schools, which involve mainly African American students living in conditions of poverty. A parallel program of research focuses on co-teaching as a way of learning to teach in urban high schools.

Erin Gruwell, author of “The Freedom Writers Diary Teacher’s Guide,” visited Manhattanville’s School of Education to give a special presentation on October 2, 2007. Erin Gruwell currently serves as president of the Freedom Writers Foundation. She raises awareness by traveling nationwide to speak to inside large corporations, government institutions, and community associations. The Freedom Writers Foundation uses innovative teaching methods through workshops to train teachers to improve the academic performance of their students, along with providing scholarships for commendable students. Erin and her students have appeared on numerous television shows, including Oprah, The Rosie O’Donnell Show, Prime Time Live with Connie Chung, Barbara Walters’ The View, Good Morning America, and CSPAN’s Book TV. Along with appearances on television, they have also been featured on National Public Radio, national newspapers, and People magazine. Paramount Pictures released “Freedom Writers” in January 2007, a film based on this remarkable story featuring Hilary Swank as Erin. Erin is a graduate of the University of California, Irvine, where she received the Lauds and Laurels Distinguished Alumni Award. She earned her Master’s Degree and teaching credentials from California State University, Long Beach, where she was honored as Distinguished Alumna by the School of Education.

Deborah Meier was the fifth Distinguished Lecturer for the School of Education on March 19, 2008. Her topic was “School Reform in the 21st Century: When the Exercise of Teacherly Judgment Becomes a Radical Act.” A learning theorist, Deborah Meier encourages new approaches that enhance democracy and equity in public education. She is currently on the faculty of New York University’s Steinhardt School of Education as senior scholar and adjunct professor; Board member and director of New Ventures at Mission Hill; director and advisor to Forum for Democracy and Education; and a Board member for the Coalition of Essential Schools. Her books, The Power of Their Ideas, Lessons to America from a Small School in Harlem (1995), Will Standards Save Public Education (2000), In Schools We Trust (2002), Keeping School, with Ted and Nancy Sizer (2004) and Many Children Left Behind (2004) are all published by Beacon Press.
Six School of Ed Alumni were honored at the recent Graduate Awards & Recognition Ceremony on May 8, 2008.

The Alumni, their friends and family, and the colleagues who nominated them for the award were in attendance at the ceremony. The award recipients received a certificate and a desk plaque in honor of their achievement. President Berman, Interim Provost Schick, and Dean Shelley Wepner presented the alumni with their awards.

The 2008 School of Education Alumni Award winners are as follows:

THE VALIANT EDUCATOR AWARD — Carol Kowalcyk Maurer

Carol is the Chair of the Social Studies Department in Rye Neck High School. Carol was nominated for this award by Dr. Barbara Ferraro, Principal of Rye Neck High School. Carol was nominated because she embodies the mission of and practices educating students to become ethically and socially responsible leaders for the global community. Dr. Ferraro stated that every student succeeds in Carol’s classes, and this is a view shared by students, parents and teachers. Carol shares a concern for world issues that affect humanity that led her to create and advise the Student Awareness Coalition which brings information and raises consciousness regarding issues that affect humanity. Carol also developed a popular elective course, Cultural Explorations, which celebrates diversity and promotes tolerance with a global perspective. Dr. Ferraro summed up Carol’s accomplishments by observing that Carol brings twenty seven years of joy of learning and “big smiles” to students on a daily basis.

THE INNOVATIVE TEACHING AWARD — Judy L. Toscano.

Judy is an Applied Arts & Enrichment Teacher at the Wampus School in Byram Hills and has been teaching there for eighteen years. Judy was nominated by a fellow teacher Marlena Roberts and by her Assistant Principal Angela Garcia. Judy submitted a proposal for an applied Arts program that would incorporate the New York State Language Arts and Theatre Arts Standards to be implemented with the entire school body. The administration embraced this and has been in place at the Wampus School for eight years. Judy has also spearheaded two large-scale fundraising
events for the Byram Hills community: she co-wrote and directed a revue and produced and wrote an original show that incorporated a tribute to families of 9-11.

**THE INNOVATIVE TEACHING AWARD (Honorable Mention) — Kathleen Harbort**

Kathleen is a science teacher at the Eastern Middle School in Greenwich, CT. Kathleen has been a teacher for 34 years. She was nominated by Dr. James Micik who is an adjunct professor at the Mville School of Education. Kathleen’s innovative approach to teaching the sciences has earned her the reputation as one of Connecticut’s outstanding educators. She is extremely dedicated to her students and to the field of education.

**THE DISTINGUISHED SERVICE AWARD — Barbara Flynn and Susanne McHugh**

Barbara and Susanne are Co-Head Teachers at the Rye Methodist Nursery School. They were nominated for this award by Dr. Patricia Vardin, the Chair of the Early Childhood Education Department at Manhattanville. Susanne and Barbara helped to conceptualize, design, initiate and develop the new Early Childhood Alumni Association. This association is a key concept and program that is part of the overall SOE Alumni program. The Early Childhood Association has promoted alumni involvement and contributed to the networking and professional development of SOE Early Childhood alumni. Barbara and Susanne have put in many hours of their time to developing a cohesive group and planning events and programs. Their efforts resulted in a year of rich programming and a strong and expanding group.

**THE INSPIRATIONAL RECENT ALUMNI AWARD — Rosa I. Taylor**

Rosa is the Principal of Park Avenue Elementary School in Port Chester. Rosa was nominated for this award by Dr. Eileen Santiago, the Principal of Thomas Edison Elementary School in Port Chester. Rosa was appointed to the principal position last year and has already established a learning community that maintains high expectations for both adults and children while reaching out to all of the families in the community. Rosa has been involved in the development of innovative site-based programs such as the creation of a school-based health center as well as the creation of Manhattanville’s first Professional Development School at Edison. Rosa was selected to serve as Edison’s first Community School Coordinator and in this role was the founding member of one of the first full-time community schools in Westchester. Rosa has distinguished herself as a teacher, advocate for children, and community leader.
School Of Education 2009 Alumni Awards

Call for Nominations

We are looking to recognize our distinguished 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 in May, 2009.

Nominations are being accepted now. The deadline for submissions is March, 2009.

Submit nominations to Laura Bigaouette via email at bigaouettel@mville.edu with an explanation of how the candidate supports the criteria for the award. Nominations can come from the candidate’s students, professional peers, and/or supervisors. You may also self-nominate. Self-nominations must be supported with recommendations from students, peers, and/or supervisors.

Manhattan College Mission:

To educate students to become ethically and socially responsible leaders for the global community.

School Of Education Mission:

To educate candidates to become ethically and socially responsible teachers and school leaders for participation in the educational community.

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<th>SOE Alumni Awards</th>
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| Distinguished Service Award                | Awarded to 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. | • “Gives back” experience and enthusiasm to current SOE student body by speaking at workshops, events, panels  
• Volunteers time to participate in SOE events  
• Enthusiastically and consistently shares experience, knowledge, wisdom, or research with SOE students and/or mentors  
• OR Contributes gifts or raises money for SOE in the form of contributions, scholarships or awards |
| Valiant Educator Award                      | Awarded to a SOE alumnus whose career and community accomplishments reflect the mission of the School of Education and Manhattanville College by contributing to the ethical and social growth of the population he/she serves. | • Career accomplishments illustrate examples of promoting ethically and socially responsible leadership with his or her constituency (Birth to Grade 12 or higher students, Birth to Grade 12 or higher faculty or others)  
• Community accomplishments reflect the candidate’s commitment to promoting ethical and social growth to the population he/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. | • Must have graduated from Mville Masters program in the last 10 years  
• Has made an exceptional, creative, innovative contribution to the field of education |
| Alumni Innovative Teaching Award            | Presented to an alumnus who has demonstrated innovative teaching that positively affects PK-12, or higher education students’ motivation and achievement. | • For all Mville alumni  
• Evidence that innovative teaching addresses the diverse needs of students in the classroom  
• Evidence that innovative teaching positively affects student motivation and achievement through student comments and/or peer or principal nominations |
Keeping the Arts in Education
BILL GORDH, ADJUNCT FACULTY-SCHOOL OF EDUCATION

Arts in Education is facing challenging times. As the focus of many schools is on the “core” subjects of English, math, and science, the arts are often relegated to second-class citizenship or worse – banishment. As more and more time is spent on quantifying a student’s education, less is focused on its quality. I don’t think that most arts educators believe that English, or physics or algebra should be dropped from the curriculum; they just feel the arts should have the space and attention they deserve. Time and again educators are finding that a school rich in the arts prospers in all areas of study and exploration. Because of the threatened status of the arts, it becomes crucial that students in the School of Education learn to be innovative and dynamic teachers incorporating the arts in their curricula, as well as articulate and eloquent advocates for the place of the arts in every child’s school life.

The courses that I lead at Manhattanville, “Arts in Education” and “Aesthetic Literacy” offer the students an opportunity to explore a range of arts disciplines experientially in order to be able to incorporate them in their future teaching. Taking the lead from such influential arts educators as John Dewey, Maxine Green, Elliot Eisner and Wallace Fowler, these two courses combine hands-on experience, readings, and discussion, as well as solo and group creative activities to explore their subjects.

The “Arts in Education” course has taken the form of an intensive weeklong Summer Arts Institute (now in its 6th summer!). As the brainchild of Dr. Patricia Vardin, the first institute brought together two adjunct professors, Christine Mulligan and myself, to collaborate on a unique educational offering. The classes in a workshop setting immerse the students in a variety of exciting arts adventures, experientially and intellectually. Ms. Mulligan, who is completing her Ph.D. from Teachers College, has worked in public school classrooms as an arts specialist and as a classroom teacher, as well as studying museum education. Her knowledge of the major thinkers in Arts in Education and the academic underpinnings of this work brought a valuable perspective to the Institute. My own work as an educator, author, and storyteller/musician rounded out our team. We

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wanted the Institute to provide a wide range of art experiences and so we invited a number of guest artist/educators who are experts in their fields. Thus students in the Summer Arts Institute always get to experience first hand - storytelling, the visual arts, creative movement and music with dynamic practitioners. Depending on the summer, they have also worked with an animator, a puppet-maker and songwriters. Drawing on these experiences, the students devise their own arts activities. Keeping in mind the groundbreaking work of Howard Gardner on Multiple Intelligences, the Institute offers strategies to reach the wide range of learning styles and aptitudes of students of all ages. Although Summer ’08 did not have the benefit of Ms Mulligan’s guidance (as she is completing her thesis), we had a dynamic group of guests that insured a superb educational experience for all participants.

The “Aesthetic Literacy” class also incorporates “Art as Experience” as a crucial element of its syllabus. In this class through the exploration of various arts disciplines, students become literate in the arts. Though these disciplines share many concerns, they also have ideas, vocabulary and approaches unique to their forms. In this class, in addition to the writings of leaders in arts education, we read a variety of articles on aesthetics that can enrich every aspect of our lives.

“Arts in Education” suggests an expansive way of looking at the world. At a time when many disciplines of study call for convergent thinking, the arts celebrate imaginative divergent thinking – thinking that can explore the “what if” in life. We’ll need more of this kind of thinking as we move into an ever more complex world.

Bill Gordh (AB – Philosophy, Duke University; MFA – NYU Tisch School of the Arts) is an adjunct faculty member in the Arts at the School of Ed. His books include “Stories in Action: Interactive Tales” and “Learning Activities to Promote Early Literacy” (Libraries Unlimited, 2006). He was commissioned by and performed with the New York Philharmonic in an original work, The Roaring Mountain with composer Jon Deak. He is the Director of Expressive Arts at The Episcopal School in the City of New York. Bill is the storytelling consultant for the Tribeca Film Festival, on the faculty of the Jacob Burns Film Center Summer Institute and was a featured storyteller at the White House Easter Egg Roll during the last three years of the Clinton administration.

News from the Educational Leadership and Special Subjects Department

KATHY ROCKWOOD, CHAIR-EDUCATIONAL LEADERSHIP

School District Leader & Doctoral Program Updates
The School District Leader program was officially approved by the New York State Education Department in December. That means that we will now be able to offer three additional program options to Leadership candidates. In response to the needs of our growing Physical Education graduates, we can now prepare them to be School District Athletic Directors. For individuals who want to assume district-wide administrative roles, they can enroll in the School District Leader program. Some individuals may want the option to have dual certification as School Building Leader and School District Leader. That is also possible. We reached an important milestone for the Educational Leadership Doctoral Program during December. The first phase of the formal review of our doctoral program readiness and program review began on December 3, 2007 with a two-day site visit from a doctoral site visit team. The seven member team represented various positions and came from all over the country. While the two days were very intense, the discussions and feedback from the team members were very supportive of our program plans. We used the team recommendations to revise our original Doctoral program reports. Overall, the team members were impressed with our campus community and all of the individuals with whom they interacted.

Supporting Alumni: Virtual Coaching Pilot
A small group of Educational Leadership alumni “pioneers” has volunteered to participate in an eight-week virtual coaching pilot.

Virginia Hurley, a certified coach and assistant principal in New Canaan, is facilitating the coaching program. Through this pilot, we hope to identify ways to support alumni who are in leadership positions. The coaching entails one hour group phone coaching sessions twice a month, with follow-up communication to individuals via phone or e-mail as needed. We want to convey to our graduates that our commitment to them does not end after they leave our programs. The challenge is to be responsive to their varied needs. Without a doubt, the face-to-face interactions mean a lot to our alumni who enthusiastically attend the Educational Leadership Network Forums.
MAT in Physical Education and Sport Pedagogy

Rhonda Clements, Professor-Physical Education Program

MAT in PE and Sport Pedagogy Joins New York’s Brightest...

The MAT in Physical Education and Sport Pedagogy Program took a big step forward this spring in creating a new program element entitled, the Manhattanville College Mentorship Program for Physical Education. This special program element will be used to better prepare interested students in teaching in the New York City School System, and it will replace the Jump Start Program that had currently existed. In short, the program is aimed at giving individuals a great opportunity to secure a fulltime teaching position (with full benefits) in any of the five New York City boroughs, while only having completed one-half of their degree.

To be considered for entrance, individuals must have completed the three prerequisite courses in the science area, no less than 18 credits of graduate level coursework counting toward the MAT in Physical Education and Sport Pedagogy degree (i.e., one half of the 39 required credits and have taken MPE 5537 Analyzing and Assessing in Physical Education that requires 100 hours of observation ), passed the LAST exam, completed the on-line application as specified by New York City Department of Education, and have completed a Child Abuse Seminar and a Preventing School Violence Seminar (S.A.V.E).

The Program Director is delighted(!) to be working with the New York City Department of Education and Manhattanville’s Student Teaching Office, to assist in better preparing individuals for their spring and summer interviews. Currently there are 18 motivated physical educators who are actively attending job fairs, interviewing in a number of excellent schools and performing demonstration lessons. All 18 individuals firmly believe that teaching physical education in New York City will be a uniquely challenging and a rewarding experience.

Likewise, New York City is committed to hiring only the most highly motivated and dedicated teachers to work with their students. They are also seeking candidates who are strong communicators, use data to make informed decisions, and have subject matter expertise that coincides with the MAT Physical Education program content. Indeed, the new mentorship program is an excellent step forward for those students who desire to teach within the “most progressive, largest, and dynamic public school system in the country.” And, you can be certain that each of the 1,450 schools provides something unique for interested physical education professionals!

- As of May 2008, starting teacher salaries range from $45,530 (bachelor’s degree, no prior teaching experience) to $74,796 (master’s degree, 8 years teaching experience). Teachers who already have a master’s degree but no teaching experience will start at $51,425.

News From the Early Childhood Education Department

Patricia Vardin, Chair-Early Childhood

This past fall, the faculty and students in the Early Childhood Education Department were involved in many exciting activities and projects.

In October, the Department co-sponsored two early childhood conferences at Manhattanville College. On October 24, 2007, the Department co-sponsored the Westchester Child Care Council 2007 Infant and Toddler Teacher Conference. Over 150 educators and Manhattanville students attended the all-day conference. Patricia Vardin presented a seminar on evaluating infant and toddler learning environments at the conference. On October 27, 2007, the Department co-sponsored the Westchester Association for the Education of Young Children 43rd Annual Conference involving over 450 Early Childhood educators and Manhattanville students. Patricia Vardin served as a liaison between the organization and Manhattanville College. Shelley Wepner and Diane Lang gave opening remarks at the conference.

The newly formed Early Childhood Alumni Association held its first meetings this past fall. Two of the meetings were organizational, two were dinner meetings featuring keynote speakers, and another meeting was a film discussion.

During the Fall, the faculty completed the initial phase of the new NCATE assessment system in an effort to prepare for national accreditation.

The Department was well-represented at several major educational conferences in the fall including the National Association of Early Childhood Teacher Educators and the National Association of the Education of Young Children.
News From the Literacy Department

MARY ELLEN LEVIN, CHAIR-LITERACY

The Literacy Department was busy in Westchester public schools in the Fall ’07 semester. Mary Ann Reilly began a Professional Development School relationship with Jefferson Elementary School in New Rochelle. Mary Ellen Levin is working on an inclusive project at Emerson Middle School in Yonkers with the New York State Higher Education Task Force on Quality Inclusive Education. Jane Gangi’s Methods II class did their field experience in a fifth grade class at George Washington in White Plains, a Manhattanville Professional Development School. They led storytelling workshop and led a mask-making project. Mary Ellen Levin’s students in Literacy Research Seminar did research projects in five public schools on such topics as motivating a reluctant learner, integrating an English Language Learner at the kindergarten level and learning a new commercial program to teach phonics.


Kristin Rainville chaired a panel at National Council of Teachers of English entitled Literacy Learning Communities: Unlocking Diverse Literacies. She also presented at the Spring National Reading Conference on coaching: “Reading Resistance: Negotiating Practices When Coaching Resistant Teachers.” She also co-facilitated a study group on literacy coaching that met daily at the conference.

Becoming a Teacher: Collaborative Research in the Undergraduate Teacher Education Program

CHRISTINA SIRY, CHILDHOOD DEPARTMENT

During the spring 2008 semester, three undergraduate students participated in a research group to examine the impacts of science methods courses on their development as new elementary teachers. David Bedard, Nicole Lowell, and Elizabeth Zawatski met every second week with Christina Siry and worked in partnership to examine the possibilities a collaborative approach to teacher education creates for identity transformation and feelings of group membership.

Teacher education has long been focused around finding ways to effectively connect educational theory with teaching practice. Christina has developed a collaborative field-based approach to her elementary science methods courses, which encompasses and teach a unit to a class of second grade children.

Through coteaching, participants share responsibility for the planning and facilitating of lessons as part of their coursework. Pre-service teachers collaborate to develop and teach lessons with Christina’s support (as course professor) and the support of the classroom teacher, Mrs. Barbara Terracciano.

Cogenerative dialogues are conversations around a shared experience with the specific focus of taking collective responsibility, and “co-generating” a plan of action. In the case of a collaborative-field based course, these conversations provide for a critical exploration of issues of teaching science.

Video observations refer to an individual reflective review of video vignettes of classroom teaching experiences. This provides for an analysis and critique in hindsight, and creates a layer to investigate the preparation of new teachers for the complexities of classroom teaching. This approach to a teacher education course intends to lead to a strong identification with the social and professional role of “teacher” and ideally enable pre-service teachers to connect theory with practice.

This study is entitled Becoming a Teacher: Identity Development and

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Group Membership in Collaborative Field-based Methods Courses and the research was supported through a research grant provided to Christina as part of her doctoral studies at the Graduate Center, City University of New York. The purpose of the research is to illuminate the components of the collaborative field-based framework that can facilitate new teachers’ identity transformation and feelings of group membership. Nicki, David, Beth and Chris partnered in data analysis as part of a larger ethnographic study that is concerned with creating transformative opportunities for pre-service teachers to begin to see themselves as new teachers and members of a professional community. Together the group investigated their individual and collective experiences in the course and considered how issues of identity emerge in the context of collaborative field-based courses and how the use of an authentic approach to teacher education can enable pre-service teachers to construct a community of practice around the teaching of science. Additionally, they focused on identifying which teacher education practices can create successful interactions that lead to positive emotional energy and solidarity among pre-service teachers.

This work resulted in two presentations thus far, and several projects are still in progress. The first presentation was given by Christina, Nicole, and David to the faculty of Manhattanville College on January 30, 2008, and was entitled Developing Identity and Community through an Authentic Approach to Teacher Education. A second presentation was given by all four members of the research group on May 3, 2008 at the “Sharing Our Success in Urban Math and Science Education Conference,” held at New York University. This presentation was entitled Becoming a Teacher: Identity Development and Group Membership in Field-based Science Methods Courses.

Through the collaborative research project, the group was able to meet their goals of identifying resources and practices in elementary science teaching that emerge from the collaborative field-based approach, and investigating its effectiveness in impacting new teacher identity transformation and development of a sense of community. By fulfilling these connected goals, this research provides insights towards creating teacher education programs that connect theory and practice in authentic settings.

The first two professional development panels for 2007-2008 were held October 4, 2007 and October 10, 2007. The topics were “What To Expect From Your Student Teaching Experience” and “How A New Teacher Can Prepare for the First Week of School” respectively. The October 25, 2007 gathering included a presentation on “Educational Issues in the Classroom,” to Kappa Delta Pi members and other Manhattanville students. The Manhattanville Omega Xi Chapter of Kappa Delta Pi held its initiation ceremony, December 6, 2007, where 9 undergraduate students and 9 graduate students were inducted. Jerry Willis was the keynote speaker.

March 20, 2008, six 8th grade students from Scarsdale Middle School showed a movie that they created to reenact Little Rock. Middle school social studies teacher Steven Scharf, also a Manhattanville alumnus and speaker at the Dean’s Symposium, initiated this social studies unit. The Spring 2008 KDP Initiation Ceremony took place April 17, 2008. Mary Ellen Levin was the keynote speaker, and President Berman and Interim Provost Schick brought greetings to the KDP inductees and their family and friends.
This past year, I had the opportunity to partner with Cynthia Slotkin, principal of Jefferson Elementary School in New Rochelle, the fifth grade teachers (Stephanie Arrington, Holly Bruni, Theresa DeLorenzo, Jose Rosa, and Leonette Taylor-Brown), and the school’s art teacher, Paolo Fiorino in an arts-infused literacy project. The teachers and I collaborated in the implementation of a unit of study designed to deepen students’ understanding of diversity and respect—a curricular topic taught at the fifth grade level. During the 2-hour sessions I taught, fifth graders explored issues of diversity and respect through examination of global multicultural picture books, visual collages, and film. Students discussed and charted similarities and differences they noted in the visual images in the picture books and collages to their own lives with respect to diversity. We augmented these discussions by considering what respect might look like and sound like.

Students concluded this portion of the engagement by viewing a section of Godfrey Reggio’s (1983) Koyaanisqatsi: Life out of Balance. After seeing the film clip, students engaged in art conversations. Art conversations are non-verbal discussions two or more people have using paint as a medium. During an art conversation, pairs “discuss” a particular topic or experience by finger painting with a partner while not talking. Seated opposite one another, with only a palette of paint and a sheet of glossy white finger painting paper (12” x 18”) between them, the partners engaged in a 15 to 20-minute conversation letting the movement, selection of color, use of line, employment of form, and the inclusion of images and icons speak.

During the second half of the workshop, I modeled for students how to use the painting as a source for a poem. In each session, I borrowed one pair’s art conversation (See Figure 1) and asked a student to display the painting for everyone to see. Along with the class, I looked closely at the painting, wondering aloud at what I saw going on. I usually commented on some aspect of line, color, form, value and movement. I also reminded students that we were investigating the question: How are we similar and different? How do show respect in situations where difference is present? Students followed the model I provided and wrote their own poems (See Figure 2).

I concluded the work during the next several months by conferring with each fifth grader and helping the students revise and edit their poetry, as well as the photographs of their original paintings. The students and I worked collaboratively to set the photographs using Photoshop software. I then set the work in a camera-ready format for the school to reproduce. The students’ work was displayed for the community to view at Jefferson Elementary School on June 4, 2008 at The Fusion Fair and Showcase. Daniel Gonzalez, the Instructional Technology facilitator, reproduced the work students composed as artists and poets on large 44” x 36” posters. These stunning art pieces and literature were displayed at the school for community members, students, and staff to view.

The Sea
- By Elizabeth Coyt & Jade Boyd

Swirls of color blend
Digging deep
Digging down
Underneath Beauty sleeps.
Sun beams bright
Wakes her up
To the light she follows
To the beautiful seaside house
Washed with a camouflage of colors.

The sun beams bright on gardens.
Boys and girls play together
And share toys and say nice words.
They listen to the dolphins sing.

The sun beams hard on the water.
The water shines like
Diamonds, rubies, emeralds,
And shiny stones.

The sky,
a rich color blend,
goes by.

Figure 1

Figure 2
The Manhattanville School of Education Changing Suburbs Institute (CSI) held its Third Annual Educational Forum on Friday, April 11, 2008.

Over one hundred teachers, administrators, students, and community leaders attended the event. Manhattanville College President Richard Berman welcomed the attendees and School of Education Dean Shelley Wepner spoke about the importance of CSI’s programs for Westchester’s students and the community.

CSI was honored to have Dr. Richard Allington, Professor of Education from The University of Tennessee as the morning Keynote Speaker. His presentation topic focused on research based principles of why most poor readers remain poor readers.

Workshops were also held on topics that addressed professional development for educators relative to the education of diverse students. Attendees were given the choice of seven workshops on topics that included Parent/Teacher Communications Strategies for Engaging Immigrant Families in American Schooling; Movement Based Learning in Diverse Educational Settings; Building Literacy Through Creating Original Texts; Mentoring Latinas; Critical Literacy Practices; Achievement for Middle School Students; and Multicultural Literature and Literacy Development. The workshops were delivered by teachers and administrators from Westchester schools, and Manhattanville Faculty.

The premier Manhattanville College choral group, the Quintessentials, performed for the audience during lunch.

Feedback from attendees on the forum was extremely positive. CSI’s programs continue to create excitement and deliver valuable information to its constituents.

The speakers were co-sponsored by the Teachers Center at Purchase College, The Edith Winthrop Teachers

SOE Dean Shelley Wepner, President Richard Berman, and the conference morning keynote speaker Dick Allington

The third summer of MPALS brought 145 students to the campus for five weeks last summer.

Our focus continues to be preparing students from modest income families for Honors and Advanced Placement classes and eventually acceptance at America’s selective colleges. There are now 205 students in the program from 8th through 10th grades throughout Westchester.

We continue to refine our curriculum by including hands-on science, photo-journalism and theatre classes (to help improve public speaking.)

Last summer, we had our first residential retreat for 10th grade students, with the theme “Where do you want to go and how will you get there?”

This fall, our mentoring program started with a Career Day, which brought various professionals (architects, electrical and mechanical engineers, stock broker, teacher, lawyer, doctor, etc) to talk to the students.

Through the generosity of the Goldman Sachs Foundation, working with the Computers for Youth program, we were able to provide 20 of our students with free computers. Also, we were able to send one of our students to Africa for three weeks in the summer. Goldman Sachs awarded MPALS another grant based on the ongoing success of the program.

We are always looking for professionals to help mentor our students. Please call James Finger at 914.323.5368, if you would like to be involved in the MPALS program.

The afternoon keynote speaker was Dr. James Garbarino, Professor of Education and Maude C. Clark Chair in Humanistic Psychology at Loyola University. Dr. Garbarino spoke about the sources of strength and risk for suburban children and youth.

Feedback from attendees on the forum was extremely positive. CSI’s programs continue to create excitement and deliver valuable information to its constituents.

The speakers were co-sponsored by the Teachers Center at Purchase College, The Edith Winthrop Teachers

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Center of Westchester, and the New Rochelle Staff Resource Center.

The Manhattanville College School of Education Changing Suburbs Institute was created in 2005 to address the increasing diversity in seven target school districts in Westchester County: Elmsford, Greenburgh 7, New Rochelle, Ossining, Peekskill, Port Chester and White Plains. CSI is a systematic, collaborative, phased program for professional and program development for schools to help teachers, parents and administrators address the challenges of educating Hispanic students.

The Changing Suburbs Institute is a collaborative initiative among public schools, community organizations and Manhattanville’s School of Education to improve educational opportunities for Hispanic students in changing suburbs. CSI provides program and professional development to schools, teachers, administrators, and teacher education program to address the growing Hispanic student population in the suburbs.

Manhattanville works with a CSI Consortium comprised of administrators, teachers, and community leaders that is developing action plans across the seven Westchester school districts to achieve CSI’s objectives.

The CSI Consortium, which meets bimonthly, has identified priority action plans for teachers and staff professional development. The CSI Consortium hosts a guest speaker series where school districts and community organizations share best practices for education that have been successfully implemented. This has resulted in networking and implementation of new programs in districts that address the needs of diverse students and families.

Another key initiative that CSI launched in 2007 was the Parents Leadership Institute. The education of Latino parents about the US educational system is key and foundational to any program and initiative that CSI will implement. This program was launched on March 2, 2007 with a Leadership Conference held at Manhattanville College. David Valloladid, President of Parents Institute for Quality Education (PIQE) was the keynote speaker. The event was co-sponsored and organized in collaboration with the Westchester Hispanic Advisory Board and the CSI school districts.

The second Parents Leadership Conference was held at Manhattanville on May 19, 2008. Over 250 parents and community organizations attended the conference. Maria Hinojosa, award winning journalist and host; host of Latina USA; and Senior Correspondent for PBS; and Elba Montalvo, the Executive Director of the Committee for Hispanic Children and Families, Inc. were the keynote speakers.

Opening Remarks were given by Zoila Tazi, Principal-Roosevelt School in Ossining and Martha Lopez, Director of the Office of Hispanic Affairs of Westchester.

Eight workshops were available for attendees and included topics such as Middle School to High School Transition (facilitated by Pedro Santana, Middle School Principal, Bronx), Advocacy for Children (facilitated by Dinorah Olmos from the Center for Talented Youth, Johns Hopkins University); Student Loans (facilitated by the New York State Office of the Attorney General), Planning for and Accessibility of College (facilitated by Jose Flores, Vice President of Enrollment Management at Manhattanville College), Raising Children: Challenges and Acculturation (facilitated by Maria Rodriguez, School Counselor, New Rochelle School District); and How to Help Students Succeed Academically (facilitated by Gustavo Barbosa, New Rochelle School District), Supporting Your Child’s Pre-School Education (facilitated by the First Steps Program in Ossining), and Supporting Your

Continued on page 24
SCHOOL OF EDUCATION PROGRAM HIGHLIGHTS

Childs’ Elementary School Education (facilitated by Rosa Taylor, Principal-Park Avenue School, Port Chester.)

The event was co-sponsored by The Office of Hispanic Affairs of Westchester County; Hudson Health Plan; The New Rochelle Staff Resource Center; and The Parents Leadership Institute of the Ossining Union Free School District.

The event and programs are planned and organized by a CSI Parents Program committee comprised of experts on programming for parents from Ossining, Port Chester, New Rochelle, the Office of Hispanic Affairs, and the Mentoring Latinas program.

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 high needs school districts. For example, Manhattanville is already providing additional multicultural experiences for teacher candidates.

CSI Tuition Reduction

CSI is extending a tuition reduction for School of Ed Graduate courses for teachers and staff in CSI districts (Elmsford, Greenburgh, New Rochelle, Ossining, Peekskill, Port Chester, and White Plains).

Elmsford, Ossining, and Peekskill receive a 20% tuition reduction.

School districts with Professional Development Schools (PDSs) receive 1/3 tuition reduction. These districts are Port Chester, White Plains, New Rochelle, and Greenburgh 7.

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

This spring the eighth cohort of Jump Start students began classes. The results of a recent survey ensures them that with diligence and hard work they will be successful-97% of our graduates are still teaching and 74% are still serving students in New York City.

With the national shortage in Science and Math teachers, we have been trying to do our part in helping to solve the problem by offering 30% discounts to Math and Science teacher candidates. This has resulted in a doubling of applicants in these areas. We also have expanded this discount to Spanish teachers, another major shortage area.

Individual attention and strong group cohesiveness continue to be the hallmarks of the program. We have expanded the Mentoring program, and we have formally instituted the workshops that bring back alums to talk about their first-year teaching experience.
Since its inception in 2002, the partnership with the Edison School sets the standard as an effective Professional Development School. The partnership provides the perfect venue to address the broad goals of the Professional Development School, including the preparation of teacher candidates, the professional development of practicing teachers, the creation of research opportunities, and a focus on student learning. This spring an article entitled: “A Full Service School Fulfills its Promise” was featured in the Association of Supervision and Curriculum Development’s prestigious journal Educational Leadership. The Research on Professional Development Schools, volume three, has included a book chapter describing how the partnership prepares teachers to meet the needs of diverse learners.

The field-based childhood education program for undergraduate teacher candidates had another successful year at our Professional Development Schools: Thomas A. Edison School, George Washington School, and Jefferson School. Our professors continue to bring innovative projects and lesson delivery models to elementary students and their teachers, while our teacher candidates continue to flourish in environments that support effective teaching practices.

Professor Rick Heckendorn and his undergraduates were busy this year at Fox Lane Middle School in Byram Hills working in three sixth grade classrooms teaching lessons and developing new exciting ways to introduce course content. The department is moving forward with a field-based program for secondary education.

Once again, the Day Start program benefited from field-based courses at George Washington and Edison Schools. These site-based social studies and science courses helped Day Starters to practice content area methodologies in an authentic setting and interact with children, classroom teachers, and the school community.

The Teacher As Researcher course has yielded several outstanding action research projects. Under the guidance of our competent professors, master degree candidates created exceptional research projects. The projects are featured on the department’s Forum for Childhood and Early Graduate Student Research website. Students are invited to submit applications for consideration in August.

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**Curriculum and Instruction**

JoAnne Ferrara, Chair-Curriculum & Instruction

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Professor Joan Weinreich’s Poems to Music

Many of you may know Joan Rudel Weinreich as a professor in the School of Education; and perhaps some of you took Professor Weinreich’s course in Foundations of Education. But did you know that Joan is also a published poet and essayist? More than thirty poems and half a dozen essays are in print under her maiden name: Joan Rudel.

Recently, three noted composers, Mary Ann Joyce-Walter, Geoffrey Kiddle and Binnette Lipper, have put several of Joan’s poems to music. What is even more exciting is that on Sunday, October 5, 2008 these songs will be performed at 4 P.M. in the new Student Center at the College. The concert is open to the public, and Joan hopes many of her former students will be there.

Joan grew up, literally and figuratively, in an opera house! Her father is the renowned conductor, Julius Rudel. When asked about his daughter becoming a lyricist, Mr. Rudel said, “It seems totally natural to me, almost inevitable that my daughter would turn to music and verse. I am looking forward to the concert.”

When asked about the upcoming concert Joan said, “I feel that my life has come full circle. My earliest memories are of sitting on a high stool against the railing in the orchestra pit, so often overwhelmed by the power and beauty of the opera. I guess it makes sense that several of the songs that will be performed on October 5th recall those amazing musical dramas.”

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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.

(914) 323-5484
**New Faculty 2008 & 2009**

- **Vance L. Austin** joined the School of Education as an Associate Professor in Special Education, January 2008. He was an Associate Professor and Director of the Masters in Childhood Special Education Program at Nyack College. He also is a part-time teacher at The Summit School, Nyack, New York, where he teaches English to high school students with emotional/behavioral disorders. He currently is writing a book, Helping Students with Emotional/Behavioral Disorders Succeed in the Classroom with Pearson-Prentice Hall. He received his Ph.D. in Language, Literacy, & Learning from Fordham University, M.S. in Special Education at the College of New Rochelle, and B.A. in Education and History at SUNY- Empire State College.

- **Maria Bonella**, to begin January 2009, was hired as an instructor for the physical education program in the Department of Educational Leadership and Special Subjects. She is completing her Ph.D. in Curriculum Theory Curriculum and Instruction at the University of Maryland. She was an elementary physical education and health teacher in Virginia public schools, where she is a certified physical education teacher. She also was a physical education teacher in her home country, Malta (Europe). Her dissertation is focused on students’ understanding of fitness content. She already has made regional and national presentations related to her dissertation topic. She received her M.A. in Health and Physical Education from Virginia Polytechnic and State University, and her B.Ed. (Hons) in Early Childhood and Physical Education from the University of Malta.

- **Deborah Inman** was hired as an Associate Professor for the proposed doctoral program in educational leadership in the Department of Educational Leadership and Special Subjects. Most recently, she was an Associate Professor in the Department of Educational Leadership and Technology, Dowling College, New York. She has held many positions related to research and policy, most notably, as Director of the National Institute on Educational Governance, Finance, Policy Making and Management for the Office of Educational Research and Improvement, U.S. Department of Education; and Senior Research Associate for the U.S. Department of Education. She was Co-Director of the Oxford International Round Table on Education, Oxford, England. Her current research, demonstrated through numerous publications and presentations, focuses on the effects of mediated learning strategies on teacher practice and on students at risk of academic failure and the impact of demographics on school district funding priorities. She also has chaired more than 60 dissertations. She has an M.A. and Ed.D. in Educational Leadership and Higher Education from Teachers College, Columbia University, and a B.A. in English with a minor in Education from the University of Florida, Gainesville.

- **Courtney Ryan Kelly** was hired as an Assistant Professor for literacy in the Department of Literacy. She was a secondary English and Reading teacher in Texas, Massachusetts, and Colombia, South America. She also was an adjunct professor of TESOL and English at Ohio Dominican University. Her research interests include first and second language literacy and situated literacy, which she intends to explore through praxis. She already has made regional and national presentations. She received her Ph.D. in Language, Literacy & Culture from Ohio State University in June 2008. Her dissertation focused on the literacy practices of Latina immigrant and urban, low-income middle school students within the interactions occurring at a multicultural after-school program. She has an M.A. in Spanish, an M.A.T. in Teaching, and a B.A. in English from Rice University.

- **Helen Krasnow** was hired as a Visiting Instructor for the Childhood program, with a science education focus, in the Department of Curriculum and Instruction for 2008-2009 while Christina Stry in on a leave of absence to complete her Ph.D. Helen has been an adjunct instructor at Manhattanville College since July, 2004. She also has been an adjunct instructor at Pace University and Teachers College, Columbia University. She has had extensive experience in science education. She was co-director of the Hollingworth Science Camp at Teachers College, Columbia University, from 1998-2004. In this position, she wrote and coordinated curriculum, supervised teachers, provided staff development, and supervised the children’s activities. She also has conducted a variety of workshops throughout her career. Helen has an Ed.M in Curriculum and Teaching from Teachers College, Columbia University; an M.S.Ed. in elementary school reading from Queens College, and a B.S. in education with a minor in psychology from the University of Rochester.

- **Anthony Scimone** was hired as an Assistant Professor for the English Education program in the Department of Curriculum and Instruction. Most recently, he was an adjunct for Empire College SUNY and Bridgeport University, where he taught materials and methods in Secondary English. Previously, he was a Director of Literacy and Language Arts for the North Shore School District, Long Island, where he supervised a 6-12 curriculum. In that role, he created a Writing Center that became the hub of all academic activity related to writing, and developed protocols for working with students in the center. He also was English Chairperson for Secondary Schools and Teacher of English, Grades 7-12, for Manhasset Public Schools, New York. He has published on assessment and topics related to writing. He has Ph.D. in 19th Century British Literature from NYU, a master’s degree from NYU in English literature, and a BA degree in English from Fordham.
SCHOOL OF EDUCATION UPCOMING EVENTS

FALL, 2008

■ School of Education Alumni Board Meeting
Thursday, October 2, 2008, 4:30-6:00 – Reid Castle

Contact Laura Bigaouette at (914) 323-5482 or at bigaouettel@mville.edu for more information

■ Dean’s Symposium
Thursday, November 13, 2008, 4:20 pm-6:00 pm – Ophir Room, Reid Castle

Speakers:
Cynthia Slotkin, Principal-Jefferson Elementary School, New Rochelle
Dr. Susan Sciascia, Assistant Superintendent of Curriculum, Greenburgh 7 School District
Robert Orlando, SOE Alumnus
Eileen Cagner, SOE Alumnus
RSVP: (914)323-7180

■ School of Education Alumni Board Meeting
Tuesday, December 9, 2008, 4:30-6:00 – Reid Castle

Contact Laura Bigaouette at (914) 323-5482 or at bigaouettel@mville.edu for more information

■ Distinguished Lecturer Series
Wednesday, October 22, 2008, 4:20 pm-6:00 pm – West Room, Reid Castle

Speaker: Richard Ingersol, Professor of Education & Sociology, University of Pennsylvania

Co-Sponsored by the Teachers Center at Purchase College and The Edith Winthrop Teachers Center of Westchester

Professional Development Credit Available

SPRING, 2009

■ Distinguished Lecturer Series
Wednesday, January 28, 2009, 4:20 pm-6:00 pm – West Room, Reid Castle

Speaker: Shimon Waronker, Principal-Junior High School 22, Bronx

Mr. Waronker was featured on the TODAY Show because of his success and experiences in transforming one of the city’s 12 most dangerous schools.

Co-Sponsored by the Teachers Center at Purchase College and The Edith Winthrop Teachers Center of Westchester

Professional Development Credit Available

Keynote Speakers*:
Dr. Eugene Garcia, Professor of Education and VP of Education Partnerships, Arizona State University
Dr. Sonia Nieto, Professor Emerita, Language, Literacy, and Culture, University of Massachusetts, Amherst

*Keynote Speakers co-sponsored by The Teachers Center at Purchase College and The Edith Winthrop Teachers Center of Westchester

Contact Laura Bigaouette at (914) 323-5482 or at bigaouettel@mville.edu for more information

■ Distinguished Lecturer Series
Wednesday, April 15, 2009, 4:20 pm-6:00 pm – West Room, Reid Castle

Speaker: Denny Taylor, Professor & Doctoral Director of Literacy Studies, Hofstra University

Co-Sponsored by the Teachers Center at Purchase College and The Edith Winthrop Teachers Center of Westchester

Professional Development Credit Available

■ School of Education Alumni Board Meeting
Thursday, January 29, 2009, 4:30-6:00 – Reid Castle

Contact Laura Bigaouette at (914) 323-5482 or at bigaouettel@mville.edu for more information

■ School of Education Alumni Board Meeting
Thursday, March 26, 2009, 4:30-6:00 – Reid Castle

Contact Laura Bigaouette at (914) 323-5482 or at bigaouettel@mville.edu for more information

■ Changing Suburbs Institute Fourth Annual Educational Forum
Conference Theme “Flourishing in a Culturally Diverse Classroom and Community”

Friday, March 27, 2009, 8:30 am-2:30 – Reid Castle
School of Education Alumni
We Want to Hear From You!

Please update your contact information and provide us with any information that you would like to share in the SOE Alumni Newsletter.

Name: __________________________________________________________________________________

E-mail Address: ___________________________________________________________________________

Current Place of Employment: __________________________________________________________________

Position: _________________________________________________________________________________

Year Graduated from Manhattanville College: ___________________________________________________

Degree and Areas of Certification: ____________________________________________________________

Additional Degrees: ________________________________________________________________________

Awards / Honors: __________________________________________________________________________

Professional / Personal Recognition: __________________________________________________________________

Career Moves / Transitions: __________________________________________________________________

Community Involvement: ______________________________________________________________________

Special Projects / Activities: __________________________________________________________________

Notable Accomplishments: _____________________________________________________________________

Personal News: ____________________________________________________________________________

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Please return to:
Manhattanville College – School of Education
Attn: Laura Bigaouette, Assistant Dean, 2900 Purchase Street, Purchase, NY 10577
Or via email at: bigaouettel@mville.edu.
Support the Fund for Manhattanville!

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Thank you for your support!
Education Is Life
School of Education Alumni Newsletter
Summer 2008

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