Manhattanville College Mission Statement
To prepare students, through rigorous academic and co-curricular programs, for ethical and socially responsible leadership in a global community.

We are committed to:
• Ensuring the intellectual, ethical and social development of each student within a community of engaged scholars and teachers;
• Encouraging each student to develop as an independent and creative thinker in pursuing career and personal goals; and
• Providing a diverse, inclusive, and nurturing environment which develops in each student a commitment to service and leadership within a global community.

School of Education Mission Statement
The mission of the Manhattanville College School of Education, inspired by the College Mission statement, is to educate candidates to become ethically and socially responsible teachers and school leaders for participation in the educational community.

We are committed to doing that by:
• Ensuring the intellectual, ethical and social development of each candidate within a community of engaged scholars, teachers, and school leaders.
• Encouraging each candidate to apply his or her development as an independent leader and creative thinker to career and personal goals.
• Providing a diverse campus community whose members know, care about and support each other and actively engage the community beyond.
• Through professional and collaborative teaching, research, and self-governance, in cooperation with Liberal Arts and Sciences faculty, and in partnership with local educational agencies, we will model intellectual and ethical individual and institutional practice for our candidates.
Greetings from the Dean

Shelley B. Wepner
Dean and Professor, School of Education

Your alma mater did it again! For the first time in the School of Education’s history, a Manhattanville alumnna committed significant dollars to create a program within the literacy department that perpetuates and extends an already successful educational program that has been operating in New York City for the last 30 years. Alumna Sandra Priest Rose, who graduated from Manhattanville as an adult student in 1973, gave the School of Education a $1.2 million grant to establish the Rose Institute for Learning and Literacy. The Rose Institute for Learning and Literacy, based on the program of Reading Reform Foundation of New York, is a 13-credit academic program called, “The Science of Reading: Multisensory Instruction,” that provides training for teachers to use a multisensory phonics-based approach to literacy instruction. Those enrolled in the program can receive an advanced certificate and credit towards an MPS in Literacy (Birth-Grade 6) and Special Education Childhood (Grades 1-6). The Rose Institute is so innovative that news about it and our School of Education appeared in The Wall Street Journal, The Journal News, and The Houston Chronicle.

The first cohort of practicing teachers began this past summer, and will complete the program with an advanced certificate by Spring 2015. These teachers are receiving 60 hours of one-on-one mentoring this year in their own classrooms so that they know exactly how to help their students “unlock words and meanings” to the world of reading. The “Octagon Room” adjacent to the East Library in Reid Castle is the new home of the Rose Institute for hosting education classes, lectures, meetings, and dissertation defenses.

In addition to this monumental gift, the School of Education has launched new programs that set us apart from other colleges and universities. This past summer, seven new doctoral students began the Executive Track of the Ed.D. in Educational Leadership; in other words, a program for those who have completed All But Dissertation (ABD). Students enrolled in this program already completed most of their doctoral program requirements at other institutions, but did not complete their dissertations. By taking 20 dissertation-related credits at Manhattanville, they can receive their doctorates in two years. The doctoral faculty created the ABD to serve an important need at local, regional, and national levels. The ABD program is an outgrowth of our traditional Ed.D. in Educational Leadership program, which now has more than 60 current students and nine alumni.

For those interested in teaching early childhood, we have created the Manhattanville Excellence in Teaching Academy (META). Students accepted into this clinically-rich program receive a significant scholarship and become paid apprentices at Park Early Childhood Center in Ossining Union Free School District for their entire program. We also created a new format for our Jump Start program, our accelerated teacher education program, so that prospective teachers have a second option for the way in which they are prepared to teach in urban classrooms.

My column would not be complete if I did not mention our ever growing signature community outreach program, the Changing Suburbs Institute® (CSI). CSI uses evidence-based information to make discoveries about how best to educate diverse student populations in changing suburban school districts, with a special emphasis on Hispanic students and their parents. We welcomed our 12th Professional Development School (PDS) into our CSI PDS network, which includes seven school districts: Bedford, Elmsford, Greenburgh Central, New Rochelle, Ossining, Port Chester, and White Plains. All types of initiatives—college visits, math and literacy nights with families, book clubs with teachers and students, and before- and after-school tutoring and homework clubs—are occurring as a result of these Manhattanville/school district partnerships. We are using grant funds from JPMorgan Chase Foundation to demonstrate how these PDSs are improving teacher preparation, teacher development, and promoting student learning. We have our 10th Annual CSI Educational Forum planned for next spring, and hope that you can attend. We are excited that Anita Nordal, the new editor of this magazine and our new Assistant Dean for Community Outreach, will be the director of CSI. For anything related to CSI and alumni relations, please contact her at anita.nordal@mville.edu.

We are constantly building and expanding our array of program offerings and community engagement activities so that we can keep attracting high quality students into our field. This approach has kept us flourishing since we began to offer graduate programs in 1965. We have two exciting off-site programs. One is with Putnam/Northern Westchester BOCES to offer four program options: Applied Behavior Analysis (5 courses), Teaching English to Speakers of Other Languages (TESOL), Secondary Special Education, and Early Childhood and Special Education. Another is with the Rockland Teachers’ Center to offer three master’s degree programs: Childhood and Special Education, Special Education (grades 1-6), and Special Education (grades 7-12 generalist).

Every new program, partnership, or initiative comes from the collaborative work of faculty, administration, staff, students, and alumni who want to provide enriched opportunities for prospective and practicing educators. These opportunities contribute to our reputation as a first-rate school of education, which reflects, first and foremost, the impressive contributions of our alumni as educators and friends of education. As you read the exciting ideas and news that follow, consider ways that you might want to get involved in helping your alma mater to keep making history!
The Rose Institute for Learning and Literacy: 
Enabling Teachers to Empower Early Readers

PLEDGER FEDORA, DIRECTOR AND PROFESSOR

Reading Reform Foundation of New York is partnering with Manhattanville College to develop an innovative graduate program that will provide training for teachers in a distinctive multisensory phonics-based approach to literacy. The Rose Institute for Learning and Literacy was made possible by a generous grant from Sandra Priest Rose, a Manhattanville alumna who is a founder and Chair of Reading Reform Foundation of New York. Students enrolled in the 13-credit graduate certificate program will take two 3-credit methodology courses and a 7-credit yearlong practicum course. The methodology courses are accredited by the International Multisensory Structured Language Education Council (IMSLEC) and by the International Dyslexia Association (IDA) for meeting their Knowledge and Practice Standards for Teachers of Reading. The program is built upon on-site, classroom-based coaching of elementary teachers and partnerships with local school districts in Westchester, as schools build stronger practices to support an increasingly culturally and linguistically diverse student population.

The first cohort of Rose Institute students began their coursework in May. The cohort includes six teachers; five from Columbus Elementary School in New Rochelle and one teacher from R. J. Bailey Elementary School in the Greenburgh Central School District in White Plains. The teachers from Columbus Elementary School include one kindergarten teacher, two first grade teachers, a second grade teacher and one third grade teacher. The teacher from R. J. Bailey teaches first through eighth grade English Language Learners. The instructor for the first course, Bonnie Lee Apple, is a certified Spalding Education trainer from Reading Reform Foundation of NY. When asked about the first cohort, she said:

“The group consisted of six dedicated and committed teachers who were hungry for an educationally sound reading program. As a result, they were extremely motivated. All six took the course seriously and completed all homework and course requirements. They expressed their new knowledge on a weekly basis and were hopeful they would be able to execute the program when given the proper coaching. It was a pleasure working with educators who were so positive.”

The teachers were equally enthusiastic about the program. One teacher from Columbus Elementary School, Tania Syriaque, summed up the experience with this reflection:

“I am always looking for ways to improve my pedagogy. Improving my literacy instruction has been one of the most daunting tasks for me to accomplish. When I began teaching, Whole Language was the latest and best way to instruct students. Since then, there have been many new basal programs that are on the market, and new programs that promise, but fail to make every child a reader. It was certainly an intense month, but I walked away having learned the beginnings of a new strategic approach, which I am certain, will help our students become productive, intentional readers.”

Teacher Anny Vanegas also believes the program will help struggling readers,

“As far as the program, I am enjoying the opportunity to learn a different approach to teaching phonics and to work with such great mentors. I believe that the direct, explicit instruction the Spalding program offers will not only help my ELL and IEP population but my whole class…I believe it will help struggling readers improve their reading quickly. I am also very excited to work with a mentor in my classroom this fall. I think it is a very important piece that many programs are missing. It is not enough to just show instructors how to teach a program; you really

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The first Rose Institute cohort with Sandra Priest Rose, Bonnie Lee Apple, and Dean of the Manhattanville School of Education, Shelley Wepner.
I recently looked back at the original course outline I prepared for my first year teaching Global History to English Language Learners in a large suburban high school. The outline was filled with thought-provoking essential questions and carefully designed units intended to excite my students and address their varying learning styles. I laugh at them now--at how ambitious they were and how utterly out of touch I was with the reality of the box I would be living in for the next seven years. What I did not know then was that in fewer than 185 days (more like 120 when you take into account school-wide events, class tests and quizzes, midterms and Regents exams -- and build in time for review), I would be taking my students on an express train ride through hundreds of years of history. That as on any train ride there would be times when the train goes so fast that you can barely make out what lies beyond the window; that sometimes the train slows to a pace at which you can gaze out and admire the landscape; and that only on rare occasions can you actually get off and truly explore your new surroundings for long enough to create a lasting memory before having to re-board the train.

The complicating facts about this train ride, of course, were that my students’ first language was not English and that their reading levels ranged from emerging reader to seventh grade at best. They came to school with high hopes and varying degrees of education in their own countries, but generally with little knowledge of history or geography as a foundation. It surprised me at first, that along with Japan not being in China and North and South Carolina not being continents, I would have to explain that there really was no “other side of the world” that we never saw on the flattened world map and didn’t bother to study.

My own immigrant grandmother used to talk about the “little drawers” in her brain where she filed away information. This was a fitting metaphor for someone with my grandmother’s Prussian sensibilities, but it also helped me to understand why my students sometimes had trouble grasping and retaining information we discussed in class. While for me, “Austria” is a drawer that holds Hitler and lederhosen and Oktoberfest, and “Australia” is another that holds kangaroos, koala bears and Crocodile Dundee, for my students, Austria and Australia were indistinguishable sounds. They had no drawer into which they could file and retrieve the seemingly endless amounts of information I was asking them to recall. How could we possibly get to higher order critical thinking without a stronger foundation on which to stand? And how were we going to do this in 120 days?

The New York State curriculum gives little guidance on the relative importance of the myriad events and themes in history that teachers are required to “cover.” It is not surprising, then, that teachers choose what stops to make on their express train rides based on previous Regents exams. I was shocked by this at first, despising the notion that I was teaching to a test, bristling when the answer to my questions of veteran teachers about how they taught a particular topic often began with, “Well, the Regents really only wants them to know…” Yet I began to understand that passing the Regents, for the majority of my students, meant much more than whether they had truly understood any history. Passing that exam meant the difference between graduating from high school and having a better chance at a better job (or even going to college one day) or being relegated to the marginal opportunities that exist for those in the United States without a high school diploma or its equivalent.

Thus the bargain I made was an uneasy one -- teach the rich and multifaceted stories of history that I found so engrossing, but teach them in a way that was not so complex that my students would fall off the train altogether.

I quickly put my original outline away and began re-working my lessons to accommodate this new paradigm. I drew on many sources: my own creative educational experiences, the ideas that Professor Heckendorn had taught me in my social studies methods class, Professor Gunther’s teaching geography advice and Professor Seessel’s suggestions on how to incorporate literature when teaching history. The conventional wisdom is that teacher education programs don’t offer much practical advice, yet I found myself happy that I had not thrown out any of my Manhattanville class materials, even using a historical dialogue I had written in Professor Heckendorn’s class and a number of materials I had developed while student teaching. Most of all, I relied on my mother, herself a veteran teacher and former head of school, calling her in a panic nearly every night, desperate for ideas on how to teach the French Revolution --or whatever the next day’s topic might be --without using too many new words. At 44, I was still calling mom for advice.

With time, my lessons improved and my students seemed to be learning and sometimes even enjoying history. As immigrants who left their home countries for a variety of reasons, they intuitively understood many of the questions we touched on: Why do people migrate? Why do people rebel against their governments? What should the role of government be? The electronic Whiteboard in the classroom allowed me to use many visuals and film clips and even an occasional full-length film to help “bring history alive” (Gandhi was always a favorite); I stayed up late writing or editing most of the materials I gave to my students, as there was no decent textbook at their level; I created games based on the ones my own children had played at birthday parties, turning “guess the animal pinned to your back” into “guess the historical figure pinned to your back.” The district
I’ve Landed A Teaching Job!
What’s Next?

DIANE McMANUS

It’s like being pregnant for the first time. Advice comes fast and furious from every source; from those you know and from those whom you’ve just met. All are eager and (sometimes) too willing to share their experiences with you as you listen politely to the vast array of war stories, some more valuable than others. As a seasoned veteran, I would humbly offer this advice to those of you already “laboring in the fields” and those of you just preparing yourselves to do so:

1. Know your “stuff.” Students have a sixth sense and know whether what you’re saying is genuine or if you’re simply filling space. They also are quite savvy when it comes to spotting a chink in the armor, so know your subject thoroughly. When you don’t know the answer to a question, don’t fake it! Either say, “That’s a great question, let me look that up for tomorrow,” or ask the student who posed the question to be the “resident expert” on the topic and report back the next day.

2. Get organized. Organization is an integral part of teaching so it goes without saying that great teachers are organized. If that’s not your forte, make it a priority until it becomes second nature. Believe me; your life will be so much easier.

3. Walk the walk. Admonishing students for bringing Starbucks to class while you keep yours toasty on your desk mug warmer is not advisable. Students need to know that classroom rules and expectations are sensible, fair and more or less universal. Yes, the classroom does not constitute a democracy, but neither is it an autocracy. Whether you realize it or not, you model behaviors, attitudes and expectations for your students. Your professional mannerisms and tone set the tenor for the class. If your pupils respect you and your expectations are high but realistic, they will work diligently to please you. No matter what is going on with you beyond your classroom door, once you walk into your class, the students are your number one priority. Your professional mannerisms and tone set the tenor for the class. If your pupils respect you and your expectations are high but realistic, they will work diligently to please you.

4. Care. Carol Lach, a former teacher and employee of the Massachusetts Department of Elementary and Secondary Education, described an encounter with a student years ago that underlines the importance of demonstrating a genuine interest in your students’ welfare, and perhaps says it all. The student simply asked her, “Why should I care about your math class if you don’t care about me?”

5. Be a team player. Most teachers work on their lesson plans alone. By nature, teachers are independent-minded people and intelligent problem-solvers, but as members of a professional learning community, they need to be team players. The two C’s -- collegiality and collaboration -- are indispensable components of a successful and productive career in the field of education.

6. Know your school and respect the rules. Be on time…no, be early! Rules are important and not just for students. Students are watching to see whether you respect the rules of the school; if you do, they will follow suit. Following the rules is also an indicator of how much you care about your students and the school’s administrative team. If you arrive to school early and have everything set before class, your dedication to the school and to your students will be unmistakably evident. Greeting your students by name with a friendly smile as they walk in speaks volumes. Remember, for some students your morning salutation may be the only friendly greeting they receive all day.

7. Keep your life balanced and fun. This is hard, especially for new teachers. However, as you organize and plan out your week, don’t forget the “me” time -- going out to dinner, taking walks with your significant other, exercising and sleeping! Burn out is common among first year teachers; keeping a positive attitude and understanding your limits will help immensely in navigating those first months successfully. Additionally, going easy on graduate studies for the first year is advisable. Finishing up your advanced degree within an abbreviated time frame is not conducive to your health and happiness. Learning is supposed to be fun…remember?

8. Do your best to understand:

   • The difference between being friendly and being friends
   • What grieving is and what it looks like
   • The extent of your role and influence in your students’ lives
   • How to keep high expectations
   • How to “keep in touch” (but not on Facebook or Instagram!)
   • Where your public life ends and your private life begins --and keep them separate

Finally, remember why you became a teacher in the first place and try to keep that as your mantra, your anchor, and your guiding star. Students of today in every social, ethnic and economic stratum have the need for well-educated and compassionate teachers and mentors in their lives now and all throughout their instructional years.

Yours is an honorable profession. Yours is an indispensable profession. For the innumerable students that you will help or have helped during your career, and from me as well, thank you.

Diane McManus (MPS’02) is Assistant Principal for Curriculum and Instruction at Good Counsel in White Plains and a member of the Manhattanville School of Education Alumni Board.
School of Education Presents Awards to Five Alumni

Five School of Education Alumni were honored at the School of Education Graduate Awards & Recognition Ceremony on May 15, 2014, which was attended by the alumni, their friends, family and colleagues. The award recipients received a certificate and a desk plaque in honor of their achievements.

The 2014 School of Education Alumni Award winners are as follows:

The Inspirational Recent Alumni Award—Hillary Desir (MAT ’14) and Laura Pena (MAT ’13)

(This award recognizes someone who has graduated from the SoE within the past 10 years for exceptional contributions to the field of education and/or to the community.)

Hillary Desir began her career in the Bedford School District as a student teacher. She was an outstanding teacher candidate early on in her student teaching assignment, and was subsequently accepted into the district’s internship program, and served as a leave replacement at Bedford Elementary. Hillary is articulate and reflective, and worked collaboratively with other teachers in the school on tier support while completing her student teaching. She seamlessly met the needs of all of her students, as well as all of her graduate requirements. She quickly became an integral part of the Bedford Village Elementary School support team, well-respected for her maturity and facilitative style in working with classroom teachers. She is a reflective practitioner, who exemplifies the finest that Manhattanville has to offer.

Hillary is currently a special education teacher in the Bronx.

Laura Pena began her career in the Bedford School District as a student teacher and subsequently became an intern in the district. She is originally from Columbia, and her language ability and experience deepened her connection and relationships with her English Language Learner (ELL) students, as well as with the diverse Mt. Kisco community itself. Laura related early on with students and is highly refined and developed her teaching skills during her internship at Mt. Kisco Elementary. Laura developed, from scratch, an innovative method of teaching English to kindergarten ELL students. She worked with the District Director...

Karen Villa is a kindergarten teacher at the Mt. Carmel/Holy Rosary School in East Harlem, New York City. (See Fall 2013 issue of Education is Life.)

Karen’s work as an early childhood educator has been outstanding. Karen's students, inner city children residing in Harlem, have scored in the top 11%-27% on national reading and language standardized tests over the past two years. Some of her children even achieved perfect scores.

The Innovative Teaching Award – Barry Ostrer (MAT ’10)

(This award is given to a graduate of the SoE who has demonstrated innovative teaching that positively affects PK-12 or higher education students’ motivation or achievement.)

Barry Ostrer is a fifth grade math specialist at Dwight-Englewood School in New Jersey who brought with him to teaching a number of years’ experience working at IBM.

Barry’s approach has been to create a classroom atmosphere that emphasizes and values the process of getting to the answer, not just the answer. In Barry’s classroom, making mistakes is viewed as a chance to learn something new. Mistakes are categorized and discussed; they are “brave,” “brilliant,” “creative,” “important,” “lucky” or “silly.” The impetus for this approach came from Barry’s action research course here at the SoE.

Karen’s work as an early childhood educator has been outstanding. Karen’s students, inner city children residing in Harlem, have scored in the top 11%-27% on national reading and language standardized tests over the past two years. Some of her children even achieved perfect scores.

The Valiant Educator Award – Karen Villa (MAT ’10)

(This award is given to a graduate of the SoE whose career and community accomplishments reflect the mission of the School by contributing to the ethical and social growth of the population he or she serves.)

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Barry’s principal has noted that Barry’s approach has served as a model for middle and upper school mathematics teachers. Dwight-Englewood students, at the end of each year, say how much they liked math, how much they learned about math, and that they were good at math. The parents, too, echo the same sentiments.

The Alumni Award for Scholarship in Education – Monique Reilly (MPS ’00, Ed.D. ’13)
(This award is given to a graduate of the SoE who has published notable scholarship in the field of education. Scholarship includes research or publications.

Monique Reilly was a doctoral candidate in the first cohort of the SoE Doctoral Program and completed the program in 2013. Since then, Monique continues her work as a fourth grade teacher in the White Plains City School District, and is also an adjunct professor at the Manhattanville School of Education.

Monique has conducted high quality quantitative research in her home district and has presented her findings at the American Sociological Association. The title of her research is “The Influence of Socioeconomic Status, Race, and Physical Activity Levels on Student Achievement.”

School of Education 2015 Alumni Awards
Call for Nominations
The School of Education Alumni community is looking to recognize distinguished and talented alumni who embody the mission of Manhattanville College and the School of Education. Award recipients will be recognized at the School of Education Graduate and Alumni Awards Ceremony in May, 2015.

Nominations are being accepted now. The deadline for submissions is March 26, 2015.

Please submit nominations with an explanation of how the candidate supports the criteria for the award. Nominations may come from the candidate’s students, professional peers, and/or supervisors. A candidate may also self-nominate, but self-nominations must be supported with recommendations from students, peers, and/or supervisors.

Nominating forms are available online and may be submitted via e-mail to Anita Nordal, Assistant Dean for Community Outreach and Director of Alumni relations, at anita.nordal@mville.edu. A list of awards is provided below:

School of Education Alumni Awards

Distinguished Service Award
Honors an SoE graduate who has contributed to the SoE through involvement in programs, events, panels, mentoring, and “gives back” as an educator to the student community.

Valiant Educator Award
Honors a graduate of the SoE whose career and community accomplishments reflect the mission of the School by contributing to the ethical and social growth of the population he or she serves.

Inspirational Recent Alumni Award
Recognizes someone who has graduated from the SoE within the past 10 years for exceptional contributions to the field of education and/or to the community.

Innovative Teaching Award
Honors a graduate of the SoE who has demonstrated innovative teaching that positively affects PK-12 or higher education students’ motivation or achievement.

Scholarship Award in Education
Presented to a graduate of the SoE who has published notable scholarship in the field of education. Scholarship includes research or publications (books, articles).

Award for Publications in PK-12 Education
Awarded to an SoE graduate who has created publications (children’s literature, curriculum design, technology guides) that foster teaching, learning, and development in the PK-12 setting.
Alumni News

1973
Barbara B. Mann (MAT) tells us, “After loving the first half of my student teaching at Rye Country Day School, I was hoping to join their elementary faculty after graduation. However, there were no openings. I spent my first year as a half-day assistant in grades 5 and 6 at the Milton School in Rye. It was excellent training. The following year there was a grade 4 space at RCDS.

I was thrilled with everything about my position -- the students, the faculty and staff, the administration, the environment, etc. A boy in my first class lost his father in the spring, and many of my colleagues jumped in to help deal with the students. However, in year 12 of my fourth grade experience I spent much of both semesters involved with the family of a girl whose father was very ill and finally succumbed on Easter weekend. Ditto the following year for a boy whose mother was diagnosed with cancer in September and died the last week of school. I was exhausted!

For several years, I had been working each year with a few mathematically gifted students who were able to manage the material in grades 4 and 5 in one year. They went directly to ‘6 Honors’ the next year.

There was an opening in Middle School Math for my 14th year of teaching, and I gobbled it up. I taught Grades 6, 7, and 8 for 10 years -- both regular and honors and loved it.

I retired because my first grandchild (of 9!) was born and I didn’t want to miss being an involved Nana. Also, my husband loves to travel. I joined the Board of a huge childcare agency based in New York City with facilities in all five boroughs, Westchester and Long Island. Among my several areas of participation is the Special Act Public School on the campus of our residential treatment center where I have been President and am now Vice President if the Board. I’ve also served as President and Chair of the agency. In my spare time I have worked alongside of my husband in his involvement at his alma mater, Yale. I am also a trustee of Congregation Emanu-El of Westchester.”

1979
Barbara Torre Veltri (MAT) tells us, “I am an associate professor at Northern Arizona University. I am based in Scottsdale where I direct a program for non-traditional students who begin their degree at the local community college and finish their four year education degree with our university as a 2NAU program.

But what I would love to share, is the amazing semester Spring 2014 where I led 9 teacher candidates to open the first Education Track (to support English language instruction in three schools) in Siena, Italy.

My undergraduate teacher candidates were each assigned one grade level and they team taught Italian native speakers in public, private and early childhood settings. I was a familiar face in the school, too, modeling strategies to redirect full class instruction into small group settings, where my team of two teachers, myself, and the English language instructor, who is an Italian native speaker, met with small groups of seven students to reduce the pupil to teacher ratio.

While in Siena, I taught social studies methods (a course that I taught for Manhattanville during the summer of 2005, and previously for years as an adjunct while I resided in Connecticut).

My students collaborated with a history teacher at the Ceccio Angioli Scuole Mediali in Siena. Our candidates and his class of 8th graders used a project that I created, The ABC’s of Misunderstanding: From A Kid’s Point of View, to represent images that expressed their adolescent thinking related to social studies themes, but, on an IPAD!

It was amazing.

While there we also learned Italian and realized how challenging it is to learn a language, and why it was so important to do so, as we were immersed in a culture other than our own for 5 months!”

1990
Jeffrey Bingham Mead (MAT Social Studies Education) wrote to us about an ambitious new project he is undertaking:

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On his thirteenth birthday in Greenwich, Connecticut, Mead received a very unusual gift from his father: an Imperial Japanese samurai sword. His father, Herbert Mead, who would be one of the postwar “China Marines,” retrieved it at the surrender ceremonies held in Tianjin, China, on September 9, 1945. Mead has embarked on an independent research publishing project on the history of the post-World War II China Marines stationed with his late-father in Tianjin and Beijing. You can view some of his research findings and the history behind it all at his blog site at http://mydadtheuschinamarine.blogspot.com/

“My father never was able to return to China, although he often wanted to,” Mead said. “Dad’s final request for me was to research, write and publish a book about his years in China. It was not intended to be a military history, but rather a human, personal history about what day-to-day life was like for the American China Marines, the Chinese, Japanese nationals and everyone who survived battle.”

A story was published in August 2014 in The China Press about Mead’s China Marine history project. The story has since gone viral in China. “The Chinese really revered my father’s generation. I think Dad and the other China Marines would be touched, but they would also say that they were just doing their jobs.”

Mead also remarked about a chance meeting in Greenwich with renowned American historian David McCullough. “When I mentioned to Mr. McCullough that Dad survived the front lines of the Battle of Okinawa he said that my father was a national hero. I was very touched by those words.” That week was the last time Mead would see his father alive.

In November Mead has been invited to speak at a gathering of the Renwen Society of the China Institute in New York City. It is free and open to the public.

Jeffrey Bingham Mead lives in Honolulu, Hawaii, and Greenwich, Connecticut. He was a teacher at the Hawaii campus of University of Phoenix, Hawaii Tokai International College and Kapiolani Community College. He is the Hawaii coordinator of the National Council for History Education and co-founder/president of History Education Hawaii. Mead is the president of the Hawaii-based Pacific Learning Consortium, Inc.

1993
Since Mark Jacobs received his MAT in English Education from Manhattanville in 1993, he co-founded a small, private democratic school now located in Brewster, NY, in nearby Putnam County (www.longviewschool.org). The school is always looking for fabulous Manhattanville interns and student teachers. Feel free to contact him to find out more: mark@longviewschool.org. He is proud that both of his children (Jessica 20 and Ben 17) graduated from Longview, heading off to Susselhanna University and Marist College respectively.

1994
Ellen Kravetz Murphy (MPS ESL) writes: “I am proud to say that with the 2014-15 school year I will be entering my 10th year as the Wilton Public School’s English Language Learner Teacher (and my twentieth year as a teacher). I believe my MPS degree from the school of education has a great deal to do with my success. Never could have made it without the encouragement of professors such as Dr. Krute. Also, I visited Ecuador last summer and traveled to the Galapagos Islands, where my family had the opportunity to practice our second language skills.” Ellen has been back on campus to attend one of the more recent Changing Suburbs Institute conferences. “It was a great way to see some interesting speakers, catch up with old alumni, and take a quick peek around the changed campus.”

1995
Danielle M. Reyes (MPS ESL) sent this e-mail: “In 2013 I realized a dream and started a small business called Yoga Hikes DC. It’s the culmination of my passion for service, fitness, and the outdoors. People say you should take your yoga off the mat and into real life. I do. I also took my teaching skills out of the classroom! Combined with being a certified yoga instructor and running coach my work as a teacher and instructor has turned into something I couldn’t have envisioned when I completed my master’s degree at Manhattanville. Now in its second season, Yoga Hikes has been more successful than I could have imagined.” Follow Danielle online and on social media: http://www.yogahikesdc.com ; Twitter: www.twitter.com/YogaHikes Facebook: www.facebook.com/YogaHikesDC ; Instagram: Yoga Hikes

1997
Jane Wals (MAT Art and Education) writes, “I have been teaching Digital Art at Pelham Memorial High School since September, 1997. This is the second year that my Advanced Computer Graphics classes have worked on a design/school-to-work assignment developed just for them by the graphics and marketing departments at Just Born, Inc (the company that owns Peeps). Last year, the students had an assignment to update the Mike and Ike box. This year, their assignment was to create a new “flow wrap” (the exterior plastic wrapping around a package) for Peeps. Projects like these are so important for the students so they have really exciting opportunity for our graphic design students at Pelham Memorial High School!”

1998
Margaret “Gretchen” Larkin (MAT Elementary Education) Larkin has been named Head of School at the Charles River School in Dover, Massachusetts, a co-ed independent Pre-K-8 school known for its thematic approach to education. When we contacted Ms. Larson to congratulate her on her appointment, she immediately responded, telling us, “I am beyond thrilled to have joined the CRS community and am glad you stumbled across the announcement. I feel called to this school...it is a very special community. Any and all visitors welcome!

When we moved on campus a few weeks ago, I came across my journal from student teaching which I had not seen in almost 20 years. Of course, I should have been packing but instead I read every word of every entry. The advisor and professor supervising my student teaching was JoAnne Ferrara. Her patience...
and kindness literally jumped off the pages as I read her responses to my entries. The responses were filled with wisdom and balanced well my occasional rants. I learned so much from Prof. Ferrara and hope to mentor and model for faculty in the same comfortable and yet meaningful manner that she did for me (us)."

The CRS announcement on its website echoes Gretchen’s enthusiasm, “We are thrilled to introduce Gretchen as our next Head of School,” said Laura Ward, President of the School’s Board of Trustees. ‘She received the strong and enthusiastic support of the entire CRS community. Gretchen’s experience as an educator and administrator, her clear alignment with the School’s philosophy and mission, and the value that she places on discovery-driven education make her the ideal candidate to lead Charles River School into its next chapter.’

Gretchen has over twenty years of teaching and administrative experience in elementary and secondary schools. Most recently, she served as the K-8 Assistant Principal and Head of Lower School at Milton Academy in Milton, MA. Prior to that, she was Milton’s founding K-8 Curriculum Coordinator and Grades 3-5 Division Head. She has also held positions at The Fay School in Southborough, MA and Dedham Country Day School in Dedham, MA as a teacher, curriculum coordinator and learning specialist.

Daniel Gerard O’Connell (MPS TESOL) sent us this update:

“I graduated with a Master of Professional Studies in TESOL in January 1998. I spent a few years teaching in TESOL programs throughout Westchester County before moving to South Korea, where I spent a total of seven years teaching English to university students and adults. My fondest memories are of the three years I spent at Dongguk University in Seoul as an assistant professor; both my students and my work colleagues were some of the finest people I’ve ever known.

I spent the past year as an English professor in Thailand, first at Khon Kaen University in Thailand’s northeast and later at Thammasat University, just outside of Bangkok. Again, my students were quite good and I really enjoyed my work.

I’m now about to begin a stint in the Middle East. I have been hired by the English Department at Prince Sultan University in Riyadh, Saudi Arabia. I will be leaving for Saudi Arabia in about a week. This will be the first time I’ll have taught in that part of the world. It will be an experience unlike any I’ve ever had. But I’m looking forward to it.

My masters in TESOL from the School of Education has enabled me to pursue a rather interesting career path, one which has enabled me to live abroad for eight of the past nine years and have experiences I never would have had if I’d stayed in the United States. I will now continue living abroad as a whole new adventure begins in the Arabian peninsula, beneath the desert stars. I am not sure yet how long I will stay there, but I can guarantee you I’ll be there at least a year. If things work out, I might spend the remainder of my teaching career there.

By the way, I’m now 56. But I feel as if I’m about 35, and I don’t see that changing anytime soon.”

2000 Johanna Mustacchi (MAT Elementary Education) had the following news to share,

“I was invited to join seven other Westchester teachers this summer at the Jacob Burns Summer Teachers’ Institute to learn a brand new curriculum they have designed called ‘Image, Sound and Story.’ I and the seven other teachers will be piloting this year-long curriculum in our respective schools, in 7th and 8th grade ELA and Media Literacy classrooms. I teach Media Literacy at the Pierre Van Cortlandt Middle School in the Croton-Harmon School District and will be integrating ‘Image, Sound and Story’ into my 7th grade curriculum, which focuses on the broadcast media. The curriculum is super and the Jacob Burns Media Arts Lab has assembled a phenomenal website of resources and lessons from which to draw material.

In addition to this curriculum, my other news is that I became a Mindfulness Educator two years ago, having trained with Mindful Schools, an Oakland, CA, organization. I will continue the work I began in my school two years ago to bring Mindfulness to students and staff alike, teaching research-based techniques and skills that can have the impact of improving focus and attention, executive skills and reducing stress.”

2003 Terry Pavone, a graduate of the Jump Start program, has found a fulfilling place to work, both professionally and on a deeper human level. As Terry explains, “For the past 5 years I have been Music Director at the Clear View Day Treatment Program in Briarcliff. It is run by the Association for Mentally Ill Children. My students are ages 3 to 21 and are emotionally grouped in their classes. Each student has his or her own therapist and there is a three to one ratio of students to teachers. Clear View school has been extremely successful in helping children with mentally illness since 1968 and practically ‘wrote the book’ on effective humane treatment, as they were the pioneers in this field. Unfortunately, before places like Clear View came into existence there were few options for these children, other than the basement, the attic, or an asylum. Amazingly, Clear View actually predates the emergence of the education laws which today protect children with mental illness. The school was founded by a man named William Barnes who felt very strongly that people with mental illness needed to be unconditionally loved and respected as the basis of their treatment. His revolutionary view proved to be enormously effective and revealed that students who were treated this way became extraordinarily kind and giving people - in fact, even more so than the average person. I have to say that in the environment that I work in, I find my students to be the most beautiful human beings I have ever met. Ironically, in the schools my students once attended prior to being sent to Clear View, they were feared of and thought of as unreachable. Working here has truly been a profound and wonderful experience for me. I realize more and more each day how our society has a great deal to learn from a place like this.”

2005 Bayard Templeton (MAT Social Studies Education) is now in his 8th year of teaching middle school history at Germantown Academy, a private school outside of Philadelphia, PA. In addition to being the Head Advisor for the current 7th grade, he coaches basketball and softball and recently created a lunch-time karaoke club. In December, he and his wife, Alex, were lucky enough to have dinner with Dr. Rick Heckendorn and his wife when they came to Philly. Most importantly, Bayard and Alex welcomed Elisabeth (Issie) Ruth Templeton into the world on April 8th of this year.

2006 Jeanne Marie Healy (MAT English Education) writes, “After dabbling in education for several years I have returned to publishing. I am currently an editor at School Guide Publications, where I am responsible for content for our print and online products: School Guide, SchoolGuides.com and College Conference Manual. I have also received certificates from Bronx GreenUp, the community outreach division of the New York Botanical Garden, and I am working as a community garden educator at New Rochelle Public Library and Grow! Lincoln Park Community Garden in New Rochelle.”

Coulter Young (MAT K-12 Visual Arts Education) continues to teach
art at Garrison Union Free School in Garrison, NY. He also maintains his position on the Board of Directors for the Garrison Art Center. In addition to teaching, Coulter is still actively pursuing his art career.

Coulter had a retrospective of his artwork (mostly his expressionistic portraits of musicians) in April, 2014, on the upstairs gallery of Peekskill’s Paramount Center for the Arts. He had five portraits on display at Beacon Artists Union (BAU), a gallery in Beacon, NY, for the month.

Coulter and his wife Jeannine Sokorka-Young (BS ’04) recently went to Florence, Italy (July 2014), where Coulter participated in a 10 day Plein Air Painting Intensive. The work from this trip can be seen at the Desmond-Fish Library, Garrison, NY, from Sept. 13 – 30, with an artists’ reception on Sept 21. It will also be shown at the Catalyst Gallery in Beacon, NY, during the second half of November.

2009

Marisa Capellan (MAT Early Childhood) writes:

“I now live in Lake Tahoe, California and teach Kindergarten at the Brookfield School in Reno, NV. I have taught Kindergarten now for six years. I recently worked with several NGO schools in Pakistan implementing effective curriculum and visited Pakistan to hold four weeks of teacher trainings. I volunteered in Pakistan through the support of Developments in Literacy and Fakhr-e-Imdad Foundation. Throughout the summer I was there, I ran on-site teacher training workshops for both rural and city school teachers as well as worked with students of both the Garage School and Bus School. These schools are literally in a garage and in a bus. Training topics included things like classroom management, assessment, curriculum mapping, brain-based learning and approaches to teaching literacy. Words cannot paint a clear picture of my experience there as my approach to education and life continued to evolve with every teacher I met, school I visited and villages I explored. Despite lack of funding, materials and even healthy conditions, the teachers there are all dedicated to one thing- providing students with hope for their future. I feel privileged to have seen first-hand how Education is our #1 tool in changing the world!”

2010

Adriana Andrade (MPS Biology and Special Education) worked for four years at St. Luke’s school, a private school in New Canaan, CT, where she taught Biology, Physiology, Anatomy, and AP Biology. Last summer she had a baby girl (she also has two sons, ages 19 and 15), and decided to work closer to her home. Last spring, she accepted a position to teach Biology, Neuroscience, Science Research, and Physiology at Ethical Culture Fieldston, in Riverdale.

2011

Raymond Downs (MAT Physical Education) is now the Dean of Students and Physical Education Teacher at MS 324 in New York City. He married Amy Joan Inello in October, 2013 at Tappan Hill Mansion in Tarrytown, NY.

2012

Catrina Rocco (MAT Social Studies Education’07; MPS Education Leadership’12) writes, “I am honored to have been appointed principal at Sacred Heart School. Four years later, it is finally being released! The team will be live streaming the film on Youtube … one time only, however, it will also be sold on Itunes, Amazon, GooglePlay among other retailers! If you are interested in watching the trailer, I will post the link below! Look out for my babyface, you can see it three times in all! https://www.youtube.com/watch?v=ZUP3NPF57Y”

2013

Jenna Mazzilli (MAT Childhood Education) tells us, “I got my first full time teaching job in Wilton CT teaching Kindergarten!”

2014

Matt Casey (BA Dance & Theatre and Theatre Education) wrote to Jo-Anne Ferrara with the following news:

“I have gratefully accepted two teaching positions for this academic school year! I will be teaching at Thomas Edison Elementary School in Port Chester, NY, in the third grade wing. My placement there is due to a connection that I made through Manhattanville’s School of Education while teaching a fifth grade summer school program at Edison this past July, immediately following my graduation. I will be there until the lead teacher returns from medical leave sometime within the next six months.

I also will be teaching for the Carver Center of Port Chester, which happens to be housed at Edison as well! I will be assisting with the fifth grade students over the school year as an educator. As a Theatre Ed double major at Manhattanville, I was trained in the combination of both Dance and Theatre and Education, leading some to ask ‘so, you want to teach theatre?’ Although I will be teaching general education this semester, baffling some, the training that I was given at Manhattanville’s School of Education and the Department of Dance and Theatre has sculpted me to be more than the average teacher; instead, a culturally and sympatheticly aware educator who connects with every student in the abstract and straightforward mold of the classroom. Trust me, the theatrical training will suit me well!

Additional exciting news falls in the entertainment industry of my life. Following my high school graduation, I was cast as a featured extra in a low budget film by Youtube stars in the New Haven area. Four years later, it is finally being released! The team will be live streaming the film on Youtube … one time only, however, it will also be sold on Itunes, Amazon, Google-Play among other retailers! If you are interested in watching the trailer, I will post the link below! Look out for my babyface, you can see it three times in all!”
Fiona DeVeaux (BA Early Childhood Education and Psychology) will be starting a job as a full-time TA in the first grade at Rye Country Day School. She will also be pursuing her Master’s degree in Early Literacy in the fall at Manhattanville.

Jesse Ferreiro (MPS Childhood/Special Education) has been working at Mount Kisco Elementary School, teaching fourth grade summer school this summer. Jesse adds, “I also landed a teaching position in Queens, NY. It’s a Kindergarten Special Education ICT position. I look forward to starting my teaching career in New York City!”

Colin McGinnis (MAT Social Studies Education) wrote to Larry Krute to thank him for sharing the job posting for the social studies position at St. Ignatius School in the Bronx. After an interview and a demo lesson, Colin was offered this position at the school. He is looking forward to beginning his teaching career at St. Ignatius School in September.

Jennifer McSharar (BA Math and Education) is going to be an Advanced Math teacher at St. Gregory Barbarigo in Garnerville, NY, and also will be starting her master’s degree program in the fall at Manhattanville. She will be entering the Literacy and Special Education program.

Tina Monaco (MAT Biology) graduated this past May. She taught summer school and is teaching high school Living Environment at the Greenburgh-Graham School District in Hastings-on-Hudson.

Manhattanville School of Education Alumni Board

The School of Education Alumni Board was formed in the fall 2008 and meets quarterly. Alumni Board members serve on various committees and provide the best input and feedback for alumni programs and events at the School of Education.

Meet Your School of Education Alumni Board

Cliff Bond (MAT ’09)
Barbara Flynn (MAT ’06)
Roseanne Baxter Frank (BA ’86)
Cristine Gilliland (MAT ’98)
Anderson Jones (MPS ’06, PD ’09)
Diane McManus (MPS ’02)
Robert Orlando (MAT ’09)
Barry Ostrel (MAT ’10)
Monique Reilly (Ed.D. ’13, MPS ’00)
Monica Torelli (BA ’08, MPS ’11)
Dana Landesman Ventura (MAT ’05)
Art Wenzel (MAT ’04)
Laura Woodson (MAT ’06)

The School of Education Alumni Board Invites You to Become a Member

You are invited to be a part of the School of Education Alumni Board. We need your ideas, perspective and input!

Help us to create and develop ideas for your School of Education alumni community. Create the kind of alumni organization that you and your fellow alumni envision! Contact alumnirelations@mv.edu

Losses in Our Community

Sue C. Quinn, MAT ’71
Sue C. Quinn of Pleasantville, NY, passed away on November 25, 2011. She was 84. According to her daughter Cathy, Sue’s master’s degree from Manhattanville enriched her life, leading to a 24-year teaching career at Grafflin School in Chappaqua, New York.

She was born in New York City, November 10, 1927, the daughter of Edmund & Helen Cox and wife of the late Owen M. Quinn, Jr. She received her Bachelor’s degree from Barnard College and her Master’s from Manhattanville College.

She is survived by her children; Cathy Quinn, Susan Quinn (Bob) DeJoy, Owen M. (Kathy) Quinn, III, and Michael (Cathy) Quinn. She is the sister of Betsy Klinger and Gail Goebel. Also surviving are her grandchildren; Amanda Russell, Owen M. Quinn, IV, Bobby DeJoy and Peter DeJoy, her great-grandchildren Corbin Russell and Melody Russell.

Jane Jackman Fehrs, MAT ’83
Jane Jackman Fehrs passed on July 21, 2014 after a long illness. She was a resident of Indian River Estates, Vero Beach, FL, having moved from Armonk, NY, six years ago. Jane was born on January 29, 1930 to Marguerite Murphy Jackman and Lawrence McLam Jackman. In 1951 she married W. Edwin Fehrs, who survives her. A descendant of Ira Allen, the brother of Ethan Allen and founder of the University of Vermont, Jane was a proud native of Vermont and she instilled a love of the state in her husband, children, and grandchildren. She graduated with honors from Tufts University in 1951 and earned both an M.A. in Medieval English Literature in 1979 and her MAT in English Education in 1983 from Manhattanville. Jane taught English at Greenwich High School and the School of the Sacred Heart in Greenwich, CT, and then for many years was Head of the English Department at the School of the Holy Child in Rye, NY.

In addition to her husband, Jane is also survived by her four children: Laura Jane Fehrs, M.D., Decatur, GA, Jeffrey Edwin Fehrs, Williston, VT, Thomas Lawrence Fehrs, Portland, ME, and Seth Jackman Fehrs, Hillsborough, NC, and their partners. Her pride and joy were eight grandchildren: Maya, Johanna, Ethan, Bridget, Nathan, Eliza, Anna and Jillian. She is also survived by a dear cousin and best friend, Molly Page, of South Burlington, VT.

John Badi, MAT ’04
John Edward Badi of Mansfield Township, New Jersey passed away on March 10, 2013, at Morristown Memorial Hospital, Morristown, NJ. John, who was 52 at the time of his death, was born on April 7, 1960 in Suffern, NY, the son of the late Mr. Rene Badi and Nancy Badi (Jersey). John received his BA in Education from St. Aquinas College in Sparkill, NY and his MAT in Childhood Education from Manhattanville in 2004. He was an elementary school teacher in New York City.

In addition to his mother, Nancy Badi, he is also survived by two sons, Keith Badi of Washingtonville, NY, Mark Badi of Mansfield, NJ, a daughter, Nancy Badi of Washingtonville, NY, a sister, Barbara Mercurio and husband Duke of Washington, NJ, a nephew, John, and a niece Renee.
The School of Education held its fifth Alumni Reunion Weekend Reception on Friday, June 6, 2014.

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

We encourage all of our alumni to join us for reunion and the other wonderful events we have on campus throughout the year. These events are a great opportunity for you to catch up with your classmates, network with professionals in your field, make new friends and enjoy the beautiful campus! See the calendar of events for more information. Next year’s reunion is June 5-7, 2015, and we will be celebrating our 50th anniversary!

In October of 2013, the Manhattanville Doctoral Alumni Association hosted the first Doctoral Retreat in Reid Castle. This event was planned by members of the Doctoral Alumni Association, Drs. Emily Hersh, Monique Reilly, Margaret Ruller, Ronald Hattar and Steven Moskowitz, and offered an invaluable opportunity for current doctoral students to hear personal perspectives from alumni of the program. The alumni panel created a program to address specific inquiries of doctoral students about advisement, work/life balance and coursework, while also discussing various research methodologies. It was an ambitious program, but the panel truly created an inspiring opportunity for discourse that left many current students feeling more at ease and better informed.

SoE Jump Start student Richard Trangucci, alumna Carol Kowalcyk Maurer (BA '64, MAT '66), Jump Start student Robert Neigeborn and alumna Florence Levine (MPS TESOL '14) at reunion

Dr. Monique Reilly with President Strauss at the 2013 retreat

Dr. Steven Moskowitz and Dr. Ronald Hattar at the 2013 retreat

Drs. Hersh and Reilly at the 2013 retreat
Early Childhood Education Alumni Association

PATRICIA A. VARDIN, DEPARTMENT CHAIR

The Early Childhood Department and the Early Childhood Alumni Association, along with the Goddard School of Early Childhood Development, co-sponsored their annual Early Childhood Conference in October, 2013, entitled “Healthy Children, Healthy Futures: Physical Fitness, Health and Safety in Early Childhood Education.” This well-attended event was an enriching day that explored topics on physical activity, safety and health in the early childhood classroom. The keynote speakers were Rhonda Clements, Professor and Director of the MPE program here at the School of Education, and Sharon Schneider, Adjunct Professor at Hofstra University, who spoke about “Squiggly Muscles and Healthy Hearts: Providing for the Young Child’s Physical Activity Needs.”

Other ECH Alumni Association Events:

On December 15, 2013 the Manhattanville Early Childhood Education (ECE) Alumni Association organized its second annual holiday celebration at the Coachman Family Center in White Plains. Patricia Vardin, the ECE Alumni Association faculty chair, along with then-Co-Presidents April Fatato ’07 and Jamie Morelli ’07, Amy Lynch ’06, Laura Woodson ’06, Dana Parsons ’12, and Victoria Fantozzi, Chair of Curriculum and Instruction, planned and participated in the celebration, which featured sugar cookie decorating, a visit from Santa, gift giving, and a holiday sing-along.

In May, 2014, the Early Childhood Alumni Association held a celebratory end of the year dinner for older and newly graduated alumni at a restaurant in White Plains. If you are interested in joining the Association, please contact Dr. Vardin at patricia.vardin@mville.edu.

Calling All Second Language Alumni!

TESOL and foreign language graduates interested in forming an alumni group, please contact Diane Gomez at diane.gomez@mville.edu or 914-323-5488.
Authors In Our Midst

Can Caterpillars Fly?
Dana Parsons, MAT ’12

Dana Parsons is currently a first grade teacher at Greenwich Catholic School. This past spring, Dana published a book called Can Caterpillars Fly? We asked Dana about the impetus for the book and the writing/publishing process. Here is what she had to say:

“I actually wrote the book as an assignment for Laura Woodson’s course. We had to write a children’s book about math or science. My favorite subject to teach is science, so I wanted to go that route. I was teaching Pre-K 3’s at the time and was doing a unit on life cycles. I seemed to have a hard time finding books for this age that were age/developmentally appropriate but also tackled more difficult themes that I wanted to challenge the students with. While there are many books on the life cycle of a caterpillar I wanted to tell it in a story that was simple to understand and that also touched on the social emotional learning that is so important at that age!

I had the book sitting around for a few years and had always wanted to try to do something more with it. I had heard about a company called Page Publishing and thought I would give it a shot. The publishing process was surprisingly quick and simple. They took care of everything and checked in constantly to get things approved, ask questions, etc. They were great, even after publication, helping to promote the book. They set up several book signings which were a success. I was even invited back to my elementary school, St. Joseph’s in Bronxville, NY, to give a speech about the process, read, and sign it! It has been really super to bring the book into my own school and classrooms, and really show the kids that we can all be writers and authors!”

Allergic to Bullying
Monique Vagueiro, BA’13

Monique Vagueiro has published a children’s book, Allergic to Bullying, which addresses the timely topic of bullying. Monique holds a B.A. from Manhattanville in Childhood Education and English, and she is currently working on her M.P.S. in Literacy. She is an elementary school teacher in New Rochelle, her hometown. Her goal as an author is to promote the message that together we can help young people who are being victimized and who feel as though they do not have a voice. As Monique explains,

“When I wrote the book, my inspiration was the fact that I have Celiac Disease and thus have many food allergies. As I was student teaching I saw students who were being made fun of and bullied because of the food they could not eat. My book tells the story of several young second grade students who are being bullied during lunch and in their classroom because of their food allergies. It goes on to show how a teacher brings her students together to demonstrate that we should all stand together and be ‘Allergic to Bullying’. The teacher helps the students who are being bullied and their classmates come up with an anti-bullying song. I was inspired to write this book because every day students are being bullied for various reasons, and, as educators, we need to teach our students how to value one another and to respect one and other’s needs. We need to stand up to bullying together.”

Professional Development Schools: Creative Solutions for Educators
JoAnne Ferrara, Ed.D.

In her book, Professional Development Schools: Creative Solutions for Educators, JoAnne Ferrara shares her experience launching the college’s first Professional Development School (PDS) at the Thomas A. Edison School in Port Chester 12 years ago. The book reflects her passion to create possibilities for teachers, administrators, and higher education faculty to maximize their potential through the implementation of PDSs. Professional Development Schools: Creative Solutions for Educators helps school practitioners think creatively about finding solutions to challenges facing them as they manage dwindling financial resources, reductions in staff, and implementation of state and federal education mandates. It provides practical tips for bringing additional support to schools, to staff and most importantly to students. The ideas presented encourage practitioners to transform their schools into professional learning communities where the needs of students, teachers, and the school are the driving force behind all partnership work.

Professional Development Schools: Creative Solutions for Educators. (Ferrara, 2014) can be found at https://rowman.com/ ISBN/9781475802863

This popular textbook, now in its fifth edition, is still the most comprehensive resource available on the oversight of literacy programs (preK-12). Focusing on what literacy leaders need to know and do in order to meet today’s mandates, experts in the field offer new insights that reflect the nation’s changing policies related to the new Common Core State Standards. It also addresses forthcoming assessments aligned to the Common Core Standards and new mandates for evaluating teachers and principals. Literacy luminaries provide specific guidelines for all levels of instruction, including selecting and using materials and new technologies, promoting writing, assessing students, evaluating teachers, providing professional development, working with linguistically diverse and struggling learners, working with parents and the community, and evaluating schoolwide literacy programs.
do need that real world guidance.”

Milagros Guzman, another teacher, expressed her excitement about the importance of having the opportunity to work with an expert in the field:

“I’m very excited to be part of the first cohort for the Rose Institute. I see this as an amazing opportunity to further advance my professional knowledge of literacy acquisition in English. The Spalding Method consists of essential elements that are key in helping English Language Learners become literate in English, and many of its methodologies support the pedagogical principles of language acquisition. I especially like its systematic approach to teaching reading, writing and spelling. For English Language Learners, spelling is a big challenge, and incorporating spelling within the reading and writing lesson will allow them to gain an in-depth knowledge of the English language. In addition, I teach students from first through eighth grade who, despite their age, still need to gain phonemic awareness in English. The Spalding Method provides a sequential and explicit approach to learning English language phonograms in a way that is analytical and engaging; it also omits pictures that can be age specific and not appropriate for older students. I’m most excited to have the opportunity to work with an expert in the field who will model, coach me and guide me in implementing the Writing Road to Reading with my English Language Learners. I look forward to working with my mentor to use student diagnostic assessment to tailor lessons for students in varying grades and of varying levels of proficiency. This is a unique part of the program that makes it both authentic and child centered.”

The collaboration between Reading Reform Foundation and Manhattanville is a ground-breaking one because it will offer training to teachers in the teaching of reading, writing, spelling and comprehension that only a limited number of teacher-education programs in the United States offer. Research has shown that high-quality instruction in the early grades is the best preventative for reading failure. Diagnostic teaching and differentiated instruction are embedded in the method, making adaptation to the needs of English Language Learners, and all students, part of daily instruction. In other words, the Rose Institute for Learning and Literacy will prepare teachers to understand the types of skills and practices most crucial to the development of early reading. The program empowers teachers to help their students become competent and enthusiastic readers, spellers and writers.

With all the focus on Common Core Standards and standardized testing, discussions about the curriculum itself are often pushed aside. It is clear to me that, with time, most students can master the skills and habits of mind of good historians (and that this is valuable in and of itself). But a curriculum that is miles wide and inches deep does not afford students the time to immerse themselves in the context of the events they are studying. Nor does it allow time to develop and practice any real skills. Although I have a BA in History from a well-respected institution, I never studied most of the topics with which my students were required to be familiar. Instead, I spent time on a limited number of topics and themes (even in high school), connecting ideas across centuries and continents. In the process I developed the skills that enabled me to stay one step ahead of my students while they waded through hundreds of years of history in just over 100 days. I doubt that I could have done so had my teachers and professors been busy “covering” content.

It should be no wonder, then, that many students struggle to keep information straight, their confusion evident in essays that include sentences like this one, taken from a Global Regents essay on religion, “If you are a Muslim, you are also known as a Buddhist and you follow the beliefs of Gandhi.” It is not really so hard to see how information clearly went in somewhere, but found no drawer to house it so it could easily be retrieved -- and came back out in a mess on the page as a result. It is the curriculum itself that needs some adjusting, slowing it down to a reasonable speed at which students can explore the incredible destinations to which their journey will take them. In this age of Google, where facts are at our fingertips, maybe less truly is more. Maybe it is more realistic to teach selected decades of history in 120 days, not an indiscriminate number of centuries. Perhaps then Muhammad and Buddha and Gandhi will emerge as individuals in the minds of more students, not some bizarre conglomerate in a perplexed and over-stuffed pupil’s head.

Anita M. Nordal is Assistant Dean for Community Outreach in the School of Education. She received her post-master’s certificate in Social Studies Education from Manhattanville in 2006.
The Changing Suburbs Institute®

ANITA M. NORDAL, ASSISTANT DEAN FOR COMMUNITY OUTREACH AND DIRECTOR OF CSI

The School of Education’s Changing Suburbs Institute® (CSI) is entering its tenth year of helping school districts adjust to shifting demographics in student populations in order to improve educational opportunities for those students. Manhattanville College defines a “Changing Suburb” as one where the diversity of the population has increased, particularly among Hispanics. CSI provides program development and professional development to schools, teachers, administrators, and the community. It also serves as a clearinghouse of resources, conducting and disseminating research, and maintaining a network of individuals and institutions that are working to identify solutions to the challenges of educating diverse students in the changing suburbs. CSI’s major program components are professional development of teachers, parent education and Professional Development Schools.

Professional Development
The ninth annual Education-Friendly Forum was held on April 8, 2014 at Manhattanville and was cosponsored by PNW/BOCES, Achieve3000, and NYSTESOL. Teachers, administrators, students, and community organizations from the tri-state region attended the conference. The audience was overwhelmingly pleased with the balance of theoretical information and practical ideas presented regarding the challenges they face in their classrooms. Keynote speakers were MaryEllen Vogt, Professor Emerita of Education at California State University, Long Beach, whose address was titled “The SIOP Model: Providing Diverse Learners with Access to Content and Language,” and David Berliner, Regents Professor Emeritus of Education at Arizona State University, whose address was titled “Confronting Educational Myths and Lies with Research, Logic, and by Shaming the Perpetrators.” The Rose Institute for Learning and Literacy Cloud from the University at Rhode Island presented the topic of “Ensuring Quality in Your Dual Language Program” and also led a workshop on “Dual Language Curriculum Design in an Era of Common Core.” Additionally, “Supporting Dual Language Learners through Differentiation” and “NYS Blueprint for English Language Learners’ Success” were presented by Alison Provenchure, Bilingual Special Education Specialist for NYC Department of Education, and Manya Boutneneff, Executive Director, NYS Hudson Valley RBE-RN at Ulster BOCES, respectively. Over 40 teachers and supervisors from our PDS districts of Ossining, Bedford, Mamaroneck, White Plains and Port Chester attended.

Parent Education
An important component of CSI is the Parent Leadership Program. In collaboration with some of its partner school districts (Bedford, Ossining, Port Chester, White Plains, and New Rochelle), CSI plans and coordinates programs specifically for parents of Hispanic students in Westchester County schools. This program provides parents with information, in Spanish, on the US educational system, helps them to advocate for their children in school and encourages them to become leaders in their communities.

The seventh annual Parent Leadership Conference was held on November 1, 2013, for parents and community representatives in CSI districts. Members of the Parent Planning Committee — Maria Flores, Marcela Levin, Adrienne Viscardi, Tina Guzzetti, Laura Reidy and Felix Flores — structured the event. The keynote speaker was Carola Bracco, Executive Director of Neighbors Link in Mount Kisco. In addition, four workshops were offered on topics that included Advocacy and Access to Early Childhood Programs; Access to a College Education; Healthy Nutrition for the Home; and Creating Opportunities with Legislators. 150 people participated in this informative event.

The CSI Consortium

The CSI consortium includes administrators, teachers and community leaders and welcomes new members interested in collaborating on serving the needs of culturally and linguistically diverse students. Anyone interested in participating in the consortium should contact Anita Nordal, Assistant Dean for Community Outreach at anita.nordal@mville.edu.

On March 26, The Changing Suburbs Institute® and Office of Field Placement hosted a program for pre-service teachers called “The Immigrant Experience.” The purpose of this workshop was to share the perspectives and experiences of families who immigrate so that teachers have a better understanding of children’s behaviors and attitudes in the classroom. Participants watched a PBS documentary called “Sin Pais” (Without a Country, PBS, August 9, 2012) about the challenges of a family who immigrated to the United States. The discussion was then facilitated by panelists from the CSI school districts including Marcela Levin from Ossining, Rafaelina Valerio from New Rochelle, Adrienne Viscardi from Bedford, and Maria Flores from Port Chester.

The CSI Consortium meets quarterly during the academic school year in order to explore current issues related to the CSI mission. Last fall, Professor Dennis DeBay of the Department of Curriculum and Instruction gave a presentation on the Common Core and math, and the school year ended on a high note with the CSI Consortium and Park Avenue School co-sponsoring the First Annual Dual Language Symposium at Manhattanville College. Keynote speaker Nancy Cloud from the University at Rhode Island presented the topic of “Ensuring Quality in Your Dual Language Program” and also led a workshop on “Dual Language Curriculum Design in an Era of Com
An additional workshop for Hispanic parents on special education was held at Manhattanville on June 10, 2014. This workshop was planned and organized by the CSI Parent Planning Committee. The purpose of the workshop was to provide parents of students with IEPs with fundamental information, in Spanish, about special education terms and processes. Ileana Rodriguez, CSE Chairperson in the White Plains City School District, presented information about the special education designation process and the rights of parents. Several additional workshops were presented for parents: “Everyday Literacy” by Courtney Kelly and Diane Gomez of the SoE; “Related Services, Speech and Language, and Occupational Therapy Services” by Ileana Rodriguez and “Language Acquisition” by Adrienne Viscardi.

Professional Development Schools

A Professional Development Schools (PDS) is a PreK-12 school that partners with a college to prepare teacher candidates, provide professional development to faculty, improve instructional practice, and enhance student learning. PDS partners share responsibilities for professional development and blend their expertise and resources to meet shared goals in a real-world setting.

Below is an update from two of CSI’s seven PDS districts:

Thomas A. Edison PDS, Port Chester
JoAnne Ferrara, Liaison

This year the Edison PDS continued to refine its mission to serve pre-service teachers, practicing teachers, and students. The principal and liaison worked throughout the year to find a way to sponsor a summer school program that would meet the needs of struggling students in grades 1-5, while also giving pre-service teacher candidates an opportunity to work as paid interns. Under the supervision of an Edison teacher and the community school coordinator, five former student teachers were employed in the program. The program provided students with remediation and enrichment activities, encouraged pre-service teachers to develop a professional repertoire, and permitted the classroom teacher to assume the role of supervisor. Given the program’s overall success we hope to fund it again next summer.

During the annual summer retreat held at Manhattanville, the Edison PDS Leadership Committee created its goals for 2014-2015 school year. Among the goals was the continuation of the many programs already in place. A special emphasis was placed on the role of the PDS Steering Committee to serve as the anchor for the school’s professional development initiatives. The committee will oversee school-wide communication structures, develop methods for team-building, and create a culture of classroom intervisitations. We are excited to start the school with a renewed sense of purpose and direction.

Bedford Village Elementary School and Mount Kisco Elementary School, Bedford
Loretta Butler, Liaison

This past June, two elementary schools in Bedford, Bedford Village and Mt. Kisco, proudly celebrated the official one year mark of their Professional Development Partnership with Manhattanville College. As part of this partnership, Bedford hosts SoE graduate students in many ways: as classroom observers; as participants in graduate classes offered on site; as PDS Fellows (graduate students who volunteer for three hours each week in classrooms); as student teachers who are placed with one teacher and class for 14 weeks; and as Interns (graduate students who are employed by Bedford to work in classrooms, furthering their learning while benefiting students and teachers). The commitment of faculty and administration in Bedford supports the growth and development of pre-service teachers. The altruism of staff giving back to the profession also deepens their own practice and reflection.

As SoE student, Lorenza Tribacher explained, “As a teaching fellow … I have the opportunity to apply what I learn in my graduate courses to the real world and to learn by doing. My experience has included working with and learning from dedicated teachers who are so generous in sharing their experience and teaching practices. A central part of being a fellow is directly working with and focusing on the students. Being actively engaged in a school community is an extremely enriching part of my professional development.”

Marissa Bonitatibus, an SoE alumna and former intern, echoed these sentiments, “I would not be the teacher I am today without having the internship experience; I encourage more students to be a part of the program to gain the invaluable experience.”

Lorenza Tribacher and Marissa Bonitatibus

CSI Tuition Reduction for PDS Districts

Faculty, staff and parents in CSI Professional Development School districts receive 1/3 tuition reduction on graduate courses in the School of Education. CSI has added an additional tuition reduction benefit for high school graduates from CSI districts that have a PDS. High school students in the PDS districts who have been accepted into the Manhattanville undergraduate program receive a 50% undergraduate tuition discount that is renewable annually, based on satisfactory academic progress.
Manhattanville Excellence In Teaching Academy

MEGAN MACEDONIA, PROJECT DIRECTOR

Manhattanville College’s School of Education, in partnership with the Ossining Union Free School District, has established the prestigious Manhattanville Excellence in Teaching Academy (META), an innovative masters/certification program in early childhood education founded on the value of experiential learning.

After a selective admissions process, students chosen for Manhattanville’s Excellence in Teaching Academy are awarded a 50% tuition scholarship and an additional honorarium for serving as teaching apprentices at the Park Early Childhood Center in the Ossining Union Free School District. In conjunction with their graduate coursework, teaching apprentices have the unique experience of being fully immersed in early childhood classrooms from the program’s onset, and will receive guidance and mentoring from the experts who lead these classrooms. Participating in this clinically rich teacher education program prepares our graduate students with the knowledge and skills necessary to become top early childhood educators, who are now in more demand than ever.

META launches its inaugural cohort this fall, and its future is bright. With enthusiastic and highly-trained Manhattanville faculty and the professional support team in place at Park Early Childhood Center, Manhattanville’s Excellence in Teaching Academy is on track to cultivate the best and most sought-after early childhood teacher candidates.
Doctoral Program Extends Roots in the Community

ALEX LEVINE, DOCTORAL STUDENT

Only in its fifth year, the School of Education’s doctoral program extends broadly into Westchester County and beyond. These graduates of Manhattanville are in professional positions that range from classroom teacher to superintendent in districts stretching from Westchester, Rockland and Putnam counties to Nassau County on Long Island.

Under the tutelage of Dr. Yiping Wan, Renee Gargano, Dr. Stephan Caldas and Dr. Robert Monson, nine students have completed their doctorates and over 60 more are in various stages of their programs. The focus of the doctoral program at Manhattanville is on preparing leaders to work in changing suburbs and small cities with pedagogy focused on problem-based learning. The doctoral program experiences are organized around five themes: leading learning organizations, becoming a sophisticated practitioner-scholar, developing self and others, participating in professional and policy-making communities, and facilitating responsive education programs. One can see that those graduating from the program are truly leaders in their areas of expertise.

As previously reported (Education is Life, Fall 2013), the first graduating class was an eclectic group. Dr. Steven Moskowitz and Dr. Margaret Ruller both hold district-wide positions, while Dr. Emily Hersh is a principal and Dr. Monique Reilly a classroom teacher. In addition, as adjunct professors at the School of Education, Dr. Hersh will be teaching a course on child development, Dr. Moskowitz courses on the uses of technology in education and qualitative research, and Dr. Reilly a course on curriculum, management and assessment techniques. Two of the program’s most recent graduates (see profiles below) will also be teaching courses at the SoE: Dr. Timothy Conway is currently teaching a course on finance in education and Dr. Joseph Phillips is teaching about quantitative research methodology. The School of Education welcomes the continued contributions of its alumni to the scholarly community and applauds their efforts in preparing future leaders in the field of education.

In May of 2014, the College recognized its second graduating class of doctoral students, a signal that the program continues to grow in strength and influence. A profile of this year’s graduates is provided below. A new cohort of seventeen students will be starting their program in the fall. We look forward to reporting on their success in the future!

Second Graduation Class Profiles

Dr. Cheryl Hubbard Champ is currently the Assistant Superintendent for Curriculum and Instruction in the Sewanhaka Central High School District in Floral Park, New York. Prior to her current position, she served for six years as Principal of Lakeland High School in Shrub Oak, New York. Throughout her 20 years as an educator, she served as an orchestral music teacher in North Carolina, South Carolina, and upstate New York, as well as a middle school assistant principal in the Cohoes City School District and the Lakeland Central School District. Cheryl successfully defended her dissertation in March titled, “Measuring Teacher Effectiveness: The Impact of Institutional Culture on Initial Implementation of New York’s Annual Professional Performance Review.” Cheryl was also recognized by Manhattanville with the first Outstanding Service to Professional Community Award. This distinction was awarded for her continued active involvement in the professional community as she facilitates curriculum development in her district as assistant superintendent, and continues to teach and present workshops regarding technology and its integration.

Dr. Timothy J. Conway has been with the Brewster Central School District for ten years in various capacities, including Deputy Superintendent, Interim Superintendent, and recently promoted as Superintendent. He earned his Master of Business Administration degree at Long Island University and is a Certified Public Accountant. Tim completed his doctoral work in December 2013 with his dissertation titled, “Perceptions of Virtual Learning Policies and Practices That Foster Increased High School Course Completion Rates and Achieve Common Core Goals.”

Dr. James Anthony Filippelli, Sr., is currently an English/Performing Arts teacher at Walter Panas High School in the Lakeland Central School District. In addition to serving the Lakeland Central School District, he is also an adjunct instructor of communications at Dominican College of Blauvelt, which is located in Rockland County, New York. One of his research interests includes the study of fine arts in
Educational Leadership

LENORA BOEHLERT, ASSISTANT PROFESSOR

The Educational Leadership program enrollment increased over 50% in the last year. We believe the combination of new classes aligned with state requirements and connections with local school districts created the perfect environment for growth.

This year, we adjusted the course schedule to accommodate working educators. Offering full day classes on Saturdays as an option to the traditional schedule allowed teachers opportunities to pursue classes and coordinate home and work time. Dr. Joseph Phillips is currently Director of Music for the Carmel Central School District in Patterson, New York, where he supervises staff, programs, and also serves as an APPR evaluator for the district. Prior to this position, Joe served as Director of Fine Arts, Gifted, and Magnet programs for the schools of Galveston, Texas. As a workshop presenter, he has conducted sessions at the Connecticut Music Educators Association in Hartford, the New York State School Music Association in Rochester, and the Southeastern Cooperative for the Arts in Suburban Metropolitan New York Schools.

Executive Ed.D. Program in Educational Leadership

The School of Education at Manhattanville College has embarked on its first Executive Ed.D. Program in Educational Leadership, providing professionals with a unique opportunity to complete unfinished doctoral work. This program, which began in July with a cohort of seven students, is designed specifically for those who were enrolled in a doctoral program and completed all courses at an accredited university, except for the dissertation -- This status is often referred to as “ABD” (All But Dissertation). The ABD, which is customized and individualized, focuses on current problems of practice and allows professionals to complete the dissertation process and earn their Ed.D. through a blended hybrid of courses (i.e., in-person on-campus for two summer sessions and on-line synchronous courses). This unique program is the first of its kind in the United States. Dr. Wan, coordinator of the traditional doctoral program at Manhattanville College, identified this unserved group of students through his many years of experience working in doctoral programs. The doctoral team, with the support of Dean Wepner and the School of Education, developed the concept and designed this innovative new offering.

Another class provided a hybrid online and in class option for students. These opportunities balance the demands of teachers with the rigorous course requirements.

An exciting development occurred this year when three districts hired our students before they completed their coursework! The districts selected our students because they had a solid understanding of the theoretical leadership framework as well as the practical application. Students completing more than fifty percent of the program requirements may be eligible to request an internship certificate for the receiving school district. This certificate allows candidates to be certified as school administrators and provides them with two years to complete the remaining requirements.

Students continue to report a high degree of interest in hands-on, practical application of theoretical concepts. Our courses give them multiple opportunities to practice the responsibilities they will encounter as a school administrator. Completing a school budget, building schedule, or board presentation are examples of these tasks.

Future goals include continuing our program growth. Each course is an important building block in our students’ foundation. We will continue to ensure that the courses reflect what teachers will need when they embark on their administrative careers. Additionally, we will search for ways to fund full time, full year internships that will assist our future leaders.

Dr. Ronald Hattar currently serves as the Director of Curriculum and Instruction for the Eastchester School District in Eastchester, New York. He has served in this role for three years. Prior to this, Ron worked as a high school mathematics teacher, mathematics department chairperson, and K-12 mathematic supervisor, all of which were with the Eastchester School District. He received his Bachelor of Science degree in secondary education and mathematics from Manhattan College, a Master’s degree in special education from Manhattan College, and a Master’s degree in educational leadership from The College of New Rochelle. In June of 2013, Ron defended his dissertation titled, “The Superintendency in New York State: Factors Influencing Tenure and Longevity”.

Dr. Joseph Phillips, Dr. Cheryl Champ, Dr. Ronald Hattar, Dr. Timothy Conway, Ms. Renee Gargano, Dr. Yiping Wan at the 2014 graduation ceremony

Continued from Page 21

relation to higher education. He is currently developing undergraduate minor courses of study in the fine arts for the strategic plan at Dominican College. In November of 2013, Jim defended his dissertation titled, “Developing an Exemplary Fine Arts Program: A Multiple-Case Study of Three Private Institutions.”

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The two key words to describe this school year’s success within the MAT in Physical Education and Sport Pedagogy program were “professional development.” Unfortunately, the term most often conjures images of students, alumni, or faculty struggling to stay awake while an overpaid speaker recalls his or her past experience that might focus on one winning sport season, or some new impractical assessment tool geared for populations totally unlike those that the audience members actually teach. This past October’s Care to Share in Physical Education, which is traditionally located in the Kennedy gymnasium, had standing room only, and the activity was quite the opposite.

More than ten expert teachers and athletic coaches from Westchester, Orange, Rockland, and Putnam Counties demonstrated the latest in advance movement and motor skills. Several of the teachers were representatives from the South Eastern Zone of the New York State Association for Health, Physical Education, Recreation, and Dance (AHPERD). Among other segments, our graduate students viewed sport yoga, circus arts, boot camp drills, creative warm ups, favorite circuit games, martial arts and a variety of fitness activities that made all participants leave the gymnasium smiling and with raised cardiovascular levels of fitness. Our graduate students continued this level of fitness throughout the year with five additional professional workshops and training experiences focusing on Adventure Education, CPR and First Aid, Physical Best, Fitness Walking, Bigger, Faster, Stronger Training and Fitness activities for Preschool Physical Education.

The school year ended in Summer Two with the yearly International Games Day involving more than 25 graduate students and 12 wonderful students attending summer classes in Manhattanville College’s English Language Institute. The students were from Equatorial Guinea, Germany, China, Japan, Venezuela, Thailand, Italy, and Angola and the exchange of information and physical activity ideas made the day a very memorable event (see photos).
Eighteen New Students Join the Jump Start Program

MIKKI SHAW, DIRECTOR

In his poem, “What Teachers Make,” teacher-poet Taylor Mali quotes a dinner guest who asks, “What can you expect from someone who has decided that his best option in life is to be a teacher?” In great and heartening detail, Mali goes on to describe what teachers make: a big difference. I opened Orientation for Jump Start’s first fall cohort with Mali’s spoken word poem, and on August 27, 2014, eighteen new students began their journey toward a new career in teaching.

For the last 14 years, Jump Start’s accelerated teacher certification program began once a year in February, with students attending classes three nights a week for seven months in order to begin teaching the following fall. Beginning this fall, however, Jump Start is excited to offer a second option that is more family and career friendly. The new fall cohort offers classes one night a week through Fall and Spring semesters, and then accelerates to three nights a week only for the summer. Members of the fall cohort will also begin teaching in fall of 2015.

Wednesday’s orientation was a mix of the informational and the inspirational. Linda Molloy, Program Assistant, led students in an ice breaker designed not only to introduce students to each other but to ask them to think about why and how they make assumptions about people when they first meet. I spoke to students about how and why we all form such strong memories of our school years, and how that impacts us as teachers: “Memories of our school years are so sharp and clear that research even has a name for it,” I explained, “the Reminiscence Bump, the fact that we preserve a disproportionate number of memories from our youth compared to our adulthood. Those years occupy a privileged place in our memories. Nora Ephron even commented that her high school memories were so prolific that it seemed as if she was there for 30 years, not four!”

Our perception of ourselves throughout our school years impacts forever how we see ourselves, even if our circumstances change. A marching band drummer in high school will forever see a part of himself as a little bit of a geek, even if he becomes a happy, accomplished adult. A third grader who is teased for stuttering, a second grader who gets picked last, a fifth grader who ‘isn’t invited’, will always retain a partial sense of self as an outsider. The preferences and opinions and preferences that will last their lifetimes.

The three hour orientation included an overview of program materials, a variety of introductory activities, and best of all, a conversation with four Jump Start graduates, all currently -- and very happily -- teaching in the Bronx.

The session ended with my making the fall cohort two promises: “I can’t promise that your first teaching experience will be what you envisioned, or that it will be easy; however, I can promise you two things. The first is that a good day of teaching is better than anything else on the planet: the kid who never read who asks you for another book, the kid who couldn’t divide who suddenly gets it, or the note on your desk that says ‘you’re my favorite teacher’, even if the apostrophe isn’t in the right place. The second promise is that teaching will be a transformative experience. You will change a little bit every day you are in a classroom and you will change others, in ways you cannot begin to imagine and in ways that will last a lifetime.”

And with those promises, Jump Start’s first fall cohort, a collection of folks including recent college graduates, a former lawyer, a bartender and a dietitian, went off to their first evening of classes, inspired, informed and prepared for the road ahead.
Interview with Enid Cohen

Alumni who have gone through the Jump Start program are likely to be familiar with Enid Cohen, our liaison to the New York City Department of Education. With job openings harder to come by in suburban schools, Enid’s knowledge of how to navigate the NYC DOE bureaucracy is even more valuable, as is her genuine enthusiasm for working in inner city schools. Our editor sat down with Enid this summer to learn a bit more about her experiences and to see what advice she might have for Manhattanville School of Education students and alumni:

Enid began her teaching career in Fort Greene, Brooklyn, at PS 287 where she was assigned and stayed for 37 years. While her life outside of school moved on, and Enid herself moved out of the city, she stayed at PS 287 out of a belief that consistency is important for children, and a love for the culture of the school. When Enid finally did leave, she did not go far. She transitioned to the Department of Education where she has worked for a dozen years (and still works part-time in the Substitute Application Processing Unit). She was then hired by Manhattanville part-time to assist Jump Start program students in navigating the bureaucracy of NYC DOE, which, to outsiders, can be intimidating. Enid always keeps up to date on state certification requirements and enjoys comparing notes with her colleagues on the challenges novice teachers face as they begin their careers.

Enid speaks passionately about the students she taught and her conviction that all students deserve the best teachers: “You work with challenging children and they hook you in. I like bringing experiences to them that they have never had. Sure there are challenges, but you know that you can make a difference.” She encourages teacher-candidates not to judge a neighborhood, but to go and see what it is like, spend some time in the school. She cringes at the notion that new teachers should “cut their teeth” in city schools and then move on to more comfortable districts. “These youngsters are somebody’s children. They, too, deserve excellent teachers.”

So if you are considering a career teaching in New York City, get in touch with Enid. She’s full of practical advice and has the experience to back up her convictions.

Words to live by: Enid’s office wall in the School of Education
This past year, Victoria Fantozzi worked with her social studies methods class to integrate technology into social studies instruction at Claremont Elementary School in Ossining. Last semester the teacher-candidates worked with third grade students to use technology to extend their study of world cultures and economies. The teacher-candidates introduced the students to Glogster, a tool for creating interactive posters, or glogs. Aligned with the Common Core Standards for Literacy, mini lessons taught by teacher-candidates focused not only on how to use the technology, but also on how to think critically about how their choices of digital media conveyed meaning to the viewer. The project ended with a jigsaw share with third graders discussing what they had learned about their focus country with their peers.

Another technology-related event included a presentation given by Professor Fantozzi and SoE early childhood alumna Audrey Nelson at the International Reading Association in New Orleans in May. The title of the group presentation was Multiliterate Readers and Writers: Preschool to Preservice: Successfully Using Technology to Support Multiliterate Readers and Writers across All Ages. Audrey presented her findings from the action research project she did while in Victoria’s class. Audrey successfully used iPads to motivate a group of third grade struggling readers to improve their comprehension. Victoria also presented her research on preschoolers using technology to communicate and build emergent literacy skills. Professor Fantozzi and Ms. Nelson were a part of a panel of four presenters, including Dr. Haley Sigler from Washington and Lee University and Dr. Kimberly Lewinksli from LaSalle University.

Westchester Math Circle
Dennis DeBay, Assistant Professor

With the advent of the Common Core Standards in Mathematics, many teachers are being asked to teach mathematics in ways that differ significantly from how they learned it. Parallel to that, there are few opportunities for students who enjoy math to learn more about real-world mathematical concepts in a social, informal learning environment. A collaboration between the School of Education and Department of Mathematics at Manhattanville College aims to change that. The Westchester Math Circle, run by Dennis DeBay (assistant professor in the department of Curriculum and Instruction) and Paul Ellis (assistant professor in the undergraduate Mathematics & Computer Science department), has provided an opportunity for students to experience mathematical problem solving in this real-world context. Professor DeBay described the program for our readers:

“We have created this Math Circle in order to afford local middle and high school students a place to do and enjoy math. It can be anything from interesting topics in math to advanced math. With help from Mia Heissan (also in the undergraduate Mathematics and Computer Science department), Paul and I create a weekly schedule. Paul, Mia and I presented several topics throughout the year and then we also had guest lecturers from other colleges such as Purchase College and City College. The topics varied from Number Theory, Polygonal Origami, and Nim to Dots and Boxes. The focus was on students DOING math.

Students arrive and enjoy pizza/salad/cookies and socialize for 15 minutes and then there is an activity to get them interested in the topic. Afterwards, there is a small lecture/activity explanation. The rest of the time is focused on students solving problems and doing activities and we end with a wrap-up. There were subsets of students who prepared for and competed in several math competitions. As an added twist, in the spring semester I had my Secondary Mathematics and Topics in Calculus course graduate students be responsible for a total of four of the Math Circle evenings and then we would debrief in our Methods class the following week. Their topics were on string theory, playing cards and the perfect shuffle and 3D graphing.

It’s a lot of fun. We meet every Wednesday evening from 7-8:30 on Campus (usually in a classroom on the second floor of Brownson). It’s fun and there’s free pizza, salad and cookies! The students are all great and there is a wide range of topics presented each week by our knowledgeable speakers. Lastly, we end with a pizza party!”
of abilities, and a wide range of questions (in terms of difficulties). So if you love math, there is something in it for anyone. I know I’ve learned a lot!”

Anyone interested in learning more about or joining the Math Circle, should contact Denis DeBay at dennis.debay@mville.edu.

Education for Sustainability
Sherie McClam, Assistant Professor

“Sustainability at its most fundamental level asks us to address the environmental, social and economic needs of current generations without compromising the ability of future generations to meet their needs.

Education for Sustainability (EfS) leaders understand the challenge of sustainability and are prepared to teach others, foster institutional and social change, and model the principles of sustainability.” — EfS Cohort 1

Building A Program
Since 2007, Manhattanville’s School of Education has co-hosted the Summer Institute for Education for Sustainability with the Children’s Environmental Literacy Foundation (CELF). Manhattanville also partners with CELF in a Clinton Global Initiative that provides leadership training in sustainability curriculum for New York City public school teachers. The Summer Institute guides teachers and administrators in learning about the ways in which the principles and values of sustainability can be integrated into their curriculum development and instructional design practices. Participants come as school-based teams or as individuals from schools, nature centers and nonprofit organizations. One team of five came from as far away as Arkansas. In 2009, Sherie McClam accepted an appointment in science education in the SoE. Learning of Sherie’s experience as Deputy Director of the Office of Environmental Programs at the University of Melbourne in Australia, Dean Shelley Wepner and Associate Dean Larry Krute quickly got Sherie involved with the CELF summer institute and encouraged her to pursue building an EfS program for the School of Education. Through her involvement with several national and local organizations (the K-12 and Teacher Education sector of the US Partnership for Education for Sustainable Development, the EfS Special Interest Group of the American Association of Colleges for Teacher Education, and the Green Schools Coalition of Western), Sherie began to create a foundation for the program. By 2012, a five course/16 credit program was framed and later approved by the state; by spring of 2013 the School of Education opened its doors to students seeking an Education for Sustainability institutional certificate. This program, led by Sherie in the Department of Curriculum and Instruction, is the only one of its kind in the region that is recognized by the NYS Department of Education.

The First Cohort Completes the Program
In May of 2013, the EfS program graduated its first cohort of seven certificate holders. Dean Wepner presented certificates while proud families along with five members of the Manhattanville College Board of Trustees, attended the ceremony. This group is a now a close group of practitioners ready to become agents of change within their schools, organizations, and communities.

According to Sherie McClam, the cohort model itself has been a significant part of the program’s success with its emphasis on creating a community of learners who believe in sustainability. Once connected to the cohort, Sherie explained, they “felt the power of collaboration and didn’t want to leave.” Sherie believes this is because the students learned to become a community of learners first and then practitioners. They understood the value of taking risks together, learning from their mistakes, and seeing their learning as a shared responsibility. Sherie sees true humanity in this type of pedagogy, giving people space to think through their ideas, listening instead of telling. Her students appear to agree. Members of the cohort who were practicing teachers all said that the program made them better teachers. As one graduate exclaimed in class one day, “This program is changing my life. Who knew this could happen in school?”

Growing a Program
A new cohort of ten begins in the fall and Sherie’s tight-knit group of alumni is ready to help her mentor them as they move through the program. Sherie would love to find a way to sponsor more candidates through scholarship programs and is interested in reaching out to alumni and other community members to see if they are interested in doing so. It is more than enrollment or the program itself that Sherie hopes to grow, but a movement, a true community of practitioners who can effect real change.

Program Objectives:

The EfS program is for those who wish to become leaders for a sustainable future. Utilizing emerging, critical, place and problem-based educational theories, combined with the power of thinking and working across traditional discipline boundaries, this program seeks to increase the knowledge and skills necessary for students to become agents of change within their schools, organizations, communities and institutions.

The courses in this Advanced Certificate program may be applied toward the existing M.Ed. program in Educational Studies. Neither this program nor the M.Ed. program in Educational Studies leads to a New York State teaching certificate. The program is intended for practicing teachers, community leaders, environmental specialists, publishers, librarians and all who seek knowledge and expertise in education for sustainability. Those interested in this certificate become aware of the socio-ecological problems that affect our global quality of life and learn how to be leaders in fostering a sustainable future.

Tuition discounts are available for those who participate in any workshops or institutes co-hosted by CELF and Manhattanville.
Literacy Department Spearheads Technology-Driven Initiatives

KATHERINE E. CUNNINGHAM, COURTNEY KELLY AND KRISTIN N. RAINVILLE

As a department, we strive to support our students with the skills, strategies, and dispositions to become confident and powerful literacy leaders. In large part, that means supporting our undergraduate and graduate students with new and emerging technologies and modeling our engagements with technologies in purposeful ways.

This spring marks the second issue of the Literacy department’s editorship of the New York State Reading Association’s (NYSRA) online professional journal, The Language and Literacy Spectrum. The origins of the department’s role with the journal began three years ago at the University of Pennsylvania’s Ethnography Forum, where Drs. Cunningham, Kelly, and former Manhattanville faculty member, Ross Collin, presented a panel session about literacy and technology. In attendance was the President of the NYSRA, Dr. Peter McDermott of Pace University. He walked into the session by accident, but, fortunately, was compelled to stay — he was struck by the department’s innovative uses of technology in our courses, our belief in the power of new technologies to support young people to read and write in new ways — and, what we believe was a captivating presentation style.

After several discussions with Dr. McDermott after the forum, the department was invited to share our vision for the journal with members of the NYSRA board for approval of the editorship. Our vision for the journal mirrors our mission for the department: to support the literacy achievement of all with an emphasis on equity. We believe that we were the right fit for the role given how aligned our vision is with the mission of the NYSRA to “promote a literate, democratic society valuing lifelong learning for its diverse cultures,” coupled with our belief that new technologies foster new pathways for literacy teaching and learning. In addition to the editorship, each fall we represent Manhattanville College and the journal at the New York State Reading Association Annual Conference. In 2013, Drs. Rainville and Cunningham presented a panel session with the authors from the journal and also led a session on literacy leadership in changing schools. This fall, Drs. Rainville and Kelly will lead a panel of authors once again to showcase the important work being done around the state around literacy, teaching, learning, and technology.

Our first issue of the journal was focused on literacy learners in the Common Core era and included scholarly articles from fellow university faculty members across New York State, book reviews of professional texts, as well as an interview with Manhattanville doctoral alumna, Margaret Ruller. The issue was designed to call to question whether New York’s schools were ready for the shifts demanded by the Common Core, and how we can support teachers as they make their way through this new pedagogical landscape. The articles in this issue considered the politicized topics fueling the CCSS debate, including what we mean by text complexity and close reading, how technologies can be more than a tool, and how we can support diverse learners. Our hope with the first issue was that the articles sparked discussion amongst colleagues in New York schools, challenged thinking, and offered new possibilities for the work literacy leaders do on behalf of New York’s students.

The most recent issue of the journal was more narrowly focused on issues of connection, community and identity, as teachers and literacy leaders support diverse learners in the core era. In this issue, we continued to address the debate that remains in New York State around the Common Core State Standards, their implementation, associated testing, and the relationship between the standards and the teacher accountability movement. Yet, while debate continues, we acknowledge that young people walk into school each day with hopes to learn, to wonder, and to connect. They get on the bus or walk down the block and their families entrust them to us—teachers and building leaders. It is our belief that teachers, regardless of the standards, seek to build connections, to strengthen communities, and to honor the identities of the young people in their classrooms. The articles in this issue come not only from scholars and reviewers across the state but from practicing teachers in a range of school settings across the country. We included in this issue an interview with the New York State Reading Association Literacy Advocate Award Winner, Tammy Ellis Robinson, and we were able to include an audiofile of the interview alongside the text. In our comments from the editors, we feature the research of two recently graduated department members—alumnae Megan Lohrs and Andrea Rogers, whose use of digital technologies has now been shared with thousands of New York State educators.

In both issues, we strove to create an online format for the journal that was accessible and capable of wide sharing in this digital age. As such, the journal is an open-access site that includes individual articles as well as entire issues for review from readers across the globe at http://www.nysreading.org/con-

tent/language-and-literacy-spectrum. As the department transitions to its third issue, we will continue to bridge the communities of research and practice as well as consider new ways to use technology to enhance readers’ experiences through hyperlinks, audiofiles, and, in the future, we hope to include video files as well. The department thanks the support of the Center for Teaching and Learning, particularly Chris McGilvery, who helped us to finalize the journal’s interactive site.

Our 2015 issue will be focused on “Literacy within the Disciplines: Seamless Integration of Literacy and Content.” As our call for manuscripts reads, we are seeking manuscripts that consider: innovative curriculum enactments that bridge literacy and other disciplines; community outreach and partnerships that foster connections between literacy learning and other disciplines; the impact of new technologies on the intersection between literacy and other disciplines; evidence of student learning as a result of the integration of literacy and other disciplines.

We welcome articles from Manhattanville alumni, current students, and colleagues of yours across the state and beyond. Articles can be sent to tlalspectrum@nysreading.org or to department members directly at katherine.cunningham@mville.edu, kristin.rainville@mville.edu, courtney.kelly@mville.edu. Thank you, in advance, for reading the journal and please consider a submission to feature the important work that Manhattanville alumni and the Manhattanville community at-large are conducting in schools.

In addition to the journal, this fall marked our first symposium in partnership with the Jacob Burns...
Department of Special Education

MICHELLE MALOW, CO-CHAIR

The Department of Special Education feels fortunate to participate in a collaborative atmosphere that continues to help all to be productive members of the Manhattanville community. This past year was no exception.

The Department has set a fast pace for new programs, curricula and course offerings this year. The revised Applied Behavioral Analysis (ABA) course sequence was approved by the Behavior Analyst Certification Board (BACB). To facilitate the running of these courses, a new faculty member with expertise in this area was hired: welcome Francine Baffa! (See Comings and Goings.) The graduate coursework in Applied Behavior Analysis (ABA) was developed in response to the increasing demand for professionals who are trained to design, implement, and supervise behavior analytic programs for individuals with autism and related disabilities. The ABA courses at Manhattanville College provide working professionals with the knowledge and skills needed to address this international void. Through a combination of the coursework and an independent fieldwork experience, students will meet the requirements for taking the exam to become a Board Certified Behavior Analyst. “The applications of applied behavior analysis are both broad reaching and empirically based,” Dr. Baffa states. “This coursework serves as the perfect complement to the cadre of academics at Manhattanville College. The demand for professionals certified in Advanced Behavior Analysis is strong and is expected to continue to grow.”

The Behavior Certification Board recently approved the college for the new 4th Edition Task List. The courses have shown a positive trajectory of enrollment and the SoE recently began offering classes directly on campus in addition to satellite sites at Yorktown and Rockland County. In addition to coursework preparation, the SoE is beginning a supervision component this fall. The most recent group of students passed the exam at a rate on par with the national average, higher than that of other local institutions. Dr. Baffa states the rigor and scope of the courses are in continual development and growth as the SoE looks to design a Masters in ABA.

Another new set of courses is beginning this fall in conjunction with Putnam/Northern Westchester BOCES. The department is offering the Secondary Special Education Generalist program as well as an Early Childhood Special Education program at this site. We look forward to bringing desired special education curricula to students closer to their homes so that they can take advantage of this exciting opportunity.

As if two complete new offerings were not sufficient, the department also developed a new course addressing the needs of teachers working with students with Autism Spectrum Disorder (ASD). The course was recently approved by the New York State Education Department and was offered for the very first time to candidates in the Spring 2014 semester.

As always, departmental faculty work diligently toward developing and presenting their research both individually and collectively. The research that the members of the department present and publish puts Manhattanville College and the SoE at the forefront of the field of special education.

Manhattanville College Student Chapter Council for Exceptional Children (CEC)

MICHELLE MALOW, CEC LIAISON AND CO-CHAIR OF THE SPECIAL EDUCATION DEPARTMENT

Students and alumni of Manhattanville College interested in the academic preparation and social-emotional well-being of students with exceptionalities are encouraged to join the Manhattanville chapter of the Council for Exceptional Children (CEC), an international organization. CEC is dedicated to improving outcomes for students of all abilities. This organization acts as advocate and guide in matters of federal legislation, professional standards, professional development, education of school personnel and families, effective classroom practice and resources available for effective professional practice.

The Manhattanville CEC chapter sponsors evenings throughout the year to learn more about the organization and participate in fun and educational events. This past year, the CEC sponsored two events with a panel of five parents who have their own children with special needs at home. The parents discussed their experiences with the convergence of school systems, teachers, other parents and students with exceptionalities. These evenings, which were held in October 2013 and March 2014, were a resounding success and those in attendance asked for more. As a result of the interest, another evening of parent presentation and discussion is being sponsored this fall.

Feel free to contact the Manhattanville CEC chapter mentor, Dr. Michelle Malow, for information on conferences, membership and/or the parent panel: micheline.malow@mville.edu.
News and Events

The Early Childhood Department and the Early Childhood Alumni Association, along with the Goddard School of Early Childhood Development, co-sponsored their annual Early Childhood Conference in October, 2013, entitled “Healthy Children, Healthy Futures: Physical Fitness, Health and Safety in Early Childhood Education.” (See Alumni Life section for more on last year’s conference.) The 2014 conference is titled, “Math Science and the Common Core…Oh My!”

In other news, the Early Childhood Education Department is pleased to report that the new program in Early Childhood and Early Childhood Special Education has been successfully launched over the past two years.

Also, Dr. Patricia Vardin has been elected President of the New York State Association of Early Childhood Teacher Educators (NYSAECTE). NYSAECTE is a professional development and advocacy organization for college professors and instructors in the field of early childhood education. Dr. Vardin was one of the founding members of the national association during the 1980s.

Dr. Vardin will be speaking at Sorosis on October 20. Sorosis is the oldest women’s club in the United States, founded in 1868 (sorosis is a botanical term referring to fruit derived from the ovaries of several flowers). Sorosis fueled the suffragette movement and Susan B. Anthony was one of its early speakers. Dr. Vardin’s speech will be on current topics in child development and education.

The School of Education honored alumna Laura Woodson (MAT ’06) with the Adjunct Recognition Award on August 26. This award is presented annually to an adjunct faculty member recognized for outstanding contribution to the students and programs in the School of Education as determined by student evaluations and feedback from students, faculty and colleagues. Laura, who teaches four year olds at the Ascension School in New York City, received her Bachelor’s and her Master’s degrees from Manhattanville. She is a founding member of the Early Childhood Alumni Association, a member of the Alumni Board, and has served as an adjunct professor in the department for the past seven years. Laura currently teaches foundations and methods courses at the SOE.

In April, adjunct professor Dorothy Muccigrosso took six undergraduates studying foundations of early childhood education for a professional day of workshops and keynotes at the Young Child Expo in New York City. This gave the students an opportunity to broaden their vision and understanding of the field of early childhood education. This event was, in part, supported by the Early Childhood Alumni Association.

Adjunct Recognition Award recipient Laura Woodson (second from left) with Victoria Fantozzi, Patricia Vardin and Shelley Wepner

Technology-Driven Initiatives

Continued from page 28

Film Center, “The Age of the Image: Media Education and Visual Literacy in Today’s Classroom”. On September 13, 2013, the department hosted interactive workshops alongside Jacob Burns’s faculty members on how to infuse media education, technology, and visual literacy into the preK-12th grade classroom. The keynote for the symposium was the founder of the Jacob Burns Film Center, Stephen Apkon. Mr. Apkon is the author of The Age of the Image: Redefining Literacy in a World of Screens, published by Farrar, Straus & Giroux in April 2013, in which he convincingly argues that now is the time to transform the way we teach, create, and communicate so that we can all step forward together into a rich and stimulating future. The department was excited to host this groundbreaking event.
Manhattanville College
Collegiate Chapter of the National Association for Music Education

JERRY KERLIN, MCNAFME ADVISOR AND ASSOCIATE PROFESSOR

In the fall of 2006, the Collegiate Chapter of Music Educators National Conference at Manhattanville College (MCMENC) was reinvented as the Manhattanville College Collegiate Chapter of the National Association for Music Education (MCNAfME). This chapter serves both as an arm of the national organization and as a Manhattanville College Club; members may choose to participate at both levels. Membership is comprised of anyone who plans to teach music in the future—especially Music Education majors. Biweekly meetings are held Thursday evenings, beginning 9:15 p.m. in Music Department 24.

Current Board Members include:
Amber Harris, President
Stephanie Sideman, Vice President
Kristen Papillo, Secretary
Dominic Petze, Public Relations

Now beginning its ninth year of reorganization, MCNAfME serves as a home for ideas and events that will inform the teaching and learning of music. MCNAfME offered several activities this year. Here are some of the year’s highlights:

• Poppo Shoppo Workshop, November 9, 2013. A workshop in building a puppet-in-a-cone used for audiation (“hearing inside your head”) with lower elementary general music students. Money raised from refreshment sales at Music Department performances subsidized all materials used for this workshop.

• MCNAfME members participated in a fieldtrip visit to see an exhibit of 4'33", the historic score of a piano piece by John Cage (American, 1912–92), at the Museum of Modern Art on April 12, 2014. Students viewed the score and an exhibition of contemporary art and literature from the time (1952). The piece, scored for one or more instruments, consists of three movements, each performed as silent posing by the players—a creation considered by the composer to be his most influential work, built on the idea that any sounds can inform music.

Anyone interested in joining MCNAfME should contact Jerry Kerlin at jerry.kerlin@mville.edu.

From left: Kaitlyn Reiser, Alyssa Campo-Carman, Amanda Suiso, Kelly Schlittenhardt, and Alyssa Mendes at the Poppo Shoppo workshop

From left: Jennifer Pyne, Kaitlyn Reiser, Alyssa Campo-Carman, Amanda Suiso, and Madeline Rende at a previous feltboard workshop
Each year, the School of Education hosts a Distinguished Lecturer Series, where leaders and innovators in the field of education come to Manhattanville to speak on a topic of interest.

This past year, the school co-hosted two distinguished lecturers in conjunction with the Teacher Center of Northern Westchester and Putnam/Northern Westchester BOCES:

**Dr. Susan B. Neuman**, Professor of Childhood and Literacy Education at New York University Steinhardt School and former U.S. Assistant Secretary of Elementary and Secondary Education, delivered a lecture titled “Giving Our Children a Fighting Chance.” Dr. Neuman’s book of the same title examines the differences that affluent and poor children have in terms of access to print during their early years, the impact that these differences have on knowledge acquisition and proposals on how to close the gap.

**Dr. Douglas B. Fisher**, professor of Educational Leadership at San Diego State University, delivered a lecture titled, “Everything You Wanted to Know about Teacher Evaluation, but Were Afraid to Ask.” Dr. Fisher worked in many public schools and non-profit organizations as a teacher, administrator, and language development specialist; he has published numerous articles and books on improving student achievement, reading and literacy, differentiated instruction, assessment, and curriculum design.

During the next year, two more distinguished lecturers are scheduled to speak at Manhattanville:

**Dr. Marina Vasilyeva**, Associate Professor at the Lynch School of Education of Boston College, will be speaking on the afternoon of November 5, 2014, about gender differences in mathematics achievement and the role of spatial skills in explaining these differences.

**Dr. Michelle Fine**, Distinguished Professor of the CUNY Graduate Center, will be speaking on the afternoon of March 26, 2015. Dr. Fine’s two most recent books focus on the changing landscape of public education and charter schools.
Kappa Delta Pi

The School of Education Alumni Association and Kappa Delta Pi Education Honorary Society hosted the elementary and high school student panel: “Characteristics of an Effective Teacher from the Students’ Perspective,” on December 4, 2013.

The presenters were fourth and fifth grade students from Church Street Elementary School in White Plains and high school students from Bronxville High School. SoE alumni board member and adjunct professor Monique Reilly (MPS ’00, Ed.D. ’13) and SoE Alumni board member Dana Landesman Ventura (MAT ’05) arranged for the student panel. Parents of the students, as well as SoE alumni and student teachers, attended the program.

The students discussed and answered questions from the audience about topics that ranged from assignments, in-class activities, and the attitudes of teachers that helped their education the most.

Members of Kappa Delta Pi took a field trip to the Metropolitan Museum of Art on November 16, 2013, where they visited the Egyptian, Greek and Medieval exhibits. Art professor Tim Ross joined the group.

The School of Education Alumni and Kappa Delta Pi also hosted a professional development workshop titled “Holocaust Documentation and Denial: the Web and Beyond” at Manhattanville in April. Dr. Marlene Yahalom, Director of Education for the American Society for Yad Vashem, gave an informative and captivating presentation to an audience of school district teachers, students, and faculty. Dr. Yahalom explored Holocaust denial, along with the challenges the denial movement presents for Holocaust educators and the significance it has on our understanding of history and historical accuracy. This workshop also highlighted educational resources developed by the International School for Holocaust Studies of Yad Vashem, Jerusalem. Another installment of Dr. Yahalom’s professional development workshop will take place at Manhattanville College on October 29 from 4:30-6:00 pm in the Ophir Dining Room. For more information please contact anita.nordal@mville.edu.

Also in April, KDP organized a reunion dinner to honor previously inducted members of KDP. Approximately 25 Kadelpians, dating back to 2005, returned to their alma mater to be honored. President and Mrs. Strauss were at the event. In addition, thirteen new members of KDP were initiated on May 8 and KDP chose Professor Dennis DeBay to be the keynote speaker.

About Kappa Delta Pi
Kappa Delta Pi (KDP) is a national association of educators who have a GPA of at least 3.25, have completed at least 12 credits at the SoE and have written a one-page essay about why they want to devote their professional lives to education. KDP runs several programs during the year that are open to any SoE alumni who would like to present on a topic to teacher candidates. Any alumnus/a may present; proposals are reviewed carefully and are chosen based on merit and student interest. KDP members receive excellent professional development and maintain a strong network of professional friends. We can help you build your network! Consider joining us by e-mailing Dr. Heckendorn at rick.heckendorn@mville.edu.
Comings and Goings

NEW FACES AND RETIREMENTS AT THE SCHOOL OF EDUCATION

New Faces: Faculty

Barbara Allen-Lyall Joins the Department of Curriculum and Instruction

Barbara Allen-Lyall is our new Assistant Professor of Elementary Mathematics in the School of Education. Having been an elementary school teacher and mathematics specialist for many years, Barbara is particularly interested in cognition and the cognitive and affective elements of mathematics learning. She has a broad background in understanding the brain and learning, and presents nationally on this topic. Her current research interests include geometry learning in early childhood, spatial ability, and ways to support early cognition for later achievement. Barbara will do a workshop focused on early learning in math and the brain for Manhattanville’s 5th Annual Early Childhood Conference for Professional Development in October. Barbara holds a B.B.A. from Pace University, an M.S. in Elementary Education from the University of Bridgeport, and an M.Ed. and Ph.D. in Mathematics Education from Lesley University.

The Rose Institute for Learning and Literacy Welcomes Bonnie Lee Apple

The Rose Institute for Learning and Literacy is pleased to welcome Bonnie Lee Apple as a half-time instructor for the Rose Institute. Bonnie holds a B.A. in Psychology from Boston University, an Ed.M. in Reading Education from Harvard University and is a Certified Spalding Educational Foundation Instructor. In addition to her ongoing work with the Reading Reform Foundation of New York, Bonnie will be teaching Writing Road to Reading I & II methodology courses and co-teaching Practicum I & II at the SoE. We are thrilled that someone with Bonnie’s experience is now a part of the Rose Institute.

The Special Education Department Welcomes Francine Baffa, Ph.D.

Francine Baffa was hired as a half-time visiting assistant professor for our Applied Behavior Analysis program in the Department of Special Education. She is an alumna of Manhattanville College, having received her Master of Arts in Teaching in 1989. Francine is a certified special education teacher and board certified behavior analyst. She has served as an adjunct professor at Fordham University, Crowder College, the Sage Colleges, and Teachers College, Columbia University. Francine works with schools for and parents of students with Autism Spectrum Disorder. In addition to her M.A.T. from Manhattanville, Francine received a B.A. in English from Cornell University, an M.B.A. from Iona College, and a Ph.D. in Autism and Intellectual Disabilities from Teachers College, Columbia University. We are delighted that Francine has joined the department.

Pledger Fedora Joins the School of Education as the First Director of the Rose Institute for Learning and Literacy

Pledger Fedora joins the School of Education as the First Director of the Rose Institute for Learning and Literacy. Pledger comes to the SoE most recently from Seton Hall University, where she was an assistant professor. She is a Fellow of the Academy of Orton-Gillingham Practitioners and Educators, and was professionally trained by the International Multisensory Structured Language Education Council (IMSLEC). She was a classroom teacher and resource teacher in North Carolina, South Carolina, and Alabama at the elementary, middle school, and high school levels. Pledger has extensive training and experience with phonics instruction at the K-12 and higher education levels. Her research focuses on early intervention, linking assessment to instruction, and fostering pre-service teachers’ awareness of technology tools for students struggling with written language. Pledger holds a B.A. in Art History, an M.Ed. in Reading and Language Arts, and a Ph.D. in Education, with a focus on special education, from the University of North Carolina, Chapel Hill.

Ryan Fisk and Kristie Lynch Join the Physical Education and Sport Pedagogy Program

We are pleased to announce that Ryan Fisk joined the School of Education as a part-time assistant professor in the fall. Ryan graduated from Hofstra University, earning a Bachelor of Science in Physical Education, a Master of Science in Health Education, and a Certificate of Advanced Study in Educational Leadership.

Ryan brings his several years of teaching and department chairperson experience to Manhattanville’s Educational Leadership & Physical Education programs, providing his students the opportunity to explore administrative software and services, stay abreast of current literature and research trends, and leverage social media and other web 2.0 tools to connect electronically with other leaders.

Outside of Manhattanville, Ryan has served as a Director of Instructional Technology in Great Neck, NY, investigating and implementing cutting edge technologies into classroom lessons to strengthen teaching and learning. He has also developed secondary health and physical education curricula as a department chair and teacher. Ryan has presented technology and teaching-related workshops at the local, state, and regional level for Suffolk ASSET, NYSHA/PERD and AAHPERD. He collaborates with other educators from around the world, sharing best practices using his Twitter handle, @Ryan_Fisk.

In his free time, Ryan is an American Red Cross instructor and volunteer, and is currently co-authoring an HIV/AIDS prevention guidance document that will serve as a teaching model for all New York State Health Educators. He also enjoys traveling, skiing, and trying out new cuisines. Follow Ryan on Twitter, LinkedIn, Examiner, and School Leadership 2.0.

Kristie Lynch joined the School of Education as a part-time Assistant Professor in the fall. She holds a B.S. in Kinesiology from Pennsylvania State University, an M.S. in Physical Education from Hofstra University, an M.S. in Motor Learning from Teachers College, Columbia University, and a Ed.D. in Health Education from Teachers College, Columbia University. She is permanently certified as a New York State K-12 Physical Education Teacher with 12 years of physical education teaching experience and over seven years of teaching graduate level physical education courses.
A teacher herself, Gail first taught in the Bronx and at Hunter College Elementary School. She also worked with a number of gifted and talented programs (including one that she founded in Mamaroneck), and served as the administrator of the American Association for Gifted and Talented Children. Gail came to Manhattanville in 1976 and worked as an adjunct professor, teaching undergraduate introduction to teaching courses, as well as graduate gifted and talented courses. In 1983, her current position opened up and the director of the teacher education department asked her to apply.

The School of Education was much smaller at that time -- “just like a family” and perhaps more obviously influenced by the traditions and values of its catholic origins. Student teachers did two full semesters of student teaching: “Talk about being prepared,” Gail mused, “They really were.” Over the years, the program grew -- 33 students her first year, 55 the next (“55! How will I ever handle 55?” Gail remembers wondering).

Now there are approximately 150 student-teachers each semester. As Gail puts it, “That’s 300 placements – a lot of good marriages to make.”

For Gail, the best part of her job has been working with the field supervisors and the students: “The field supervisors are a wonderful group, always willing to help each other out, which is part of making a successful program. They are knowledgeable, they work together, they are good role models. They are eager to share their experiences with a new generation of teachers. And the students really want to teach. I see a little bit of me in them (from a long time ago). They really believe they are going to make tremendous changes, and we need people to go into education feeling that way.”

When asked about the changes she has seen in education, Gail lamented the loss of creativity that the focus on testing has created. Still, Gail is optimistic. Her advice to new teachers? “Keep an open mind, learn from your fellow teachers and administrators and try to work as part of a team. The bottom line is you are there for the kids. They are what is most important. That is why you are in this profession. There may be stumbling blocks, but stick it out. Kids are kids – it doesn’t matter whether they are from the Bronx or from Scarsdale. Kids are kids.”

So what are Gail’s plans after 56 years of consecutive work, nearly 31 at the same institution? “It will evolve,” says Gail cheerfully. Of course there will be matinee Wednesdays at the theatre, travel and time spent with children and grandchildren. But Gail also hopes to continue teaching in some capacity, perhaps in an adult literacy program or working with English Language Learners.

Always eager to help, even on her last day, Gail was on the phone with a contact at the State Department of Education. A student was having a problem with the certification process. Gail told her contact that she was retiring the next day and would like to retire knowing that the problem had been fixed. Needless to say, the problem got fixed.
Do You Know About the Center for Career Development?

ALLYSON KAPADIA, CAREER COUNSELOR AND LIAISON TO THE SCHOOL OF EDUCATION

The Center for Career Development (CCD) at Manhattanville College offers a variety of resources, tools and services geared specifically towards School of Education students and alumni to meet the needs of future and current teachers. Our services are available to all undergraduate and graduate students in the School of Education, as well as SoE alumni.

- Make an individual appointment to meet with a Career Counselor who can guide you through your job search, help you prepare for the interview process through one-on-one mock interviews, review your resume and cover letter, and point out appropriate job search resources, tools and strategies to maximize your opportunities. Please contact the CCD to schedule an appointment: 914-323-5484

- Attend career events: The Center for Career Development offers a wide variety of events throughout the year. We will be offering a tailored job search program for teachers covering job search tips, guidelines on writing an effective resume and cover letter, and how to ‘nail’ commonly asked interview questions for teaching positions (“Teachers, Prepare for Your Job Search”). The next seminar will take place on Wednesday, October 22nd, from 4:30pm-6pm. Our annual Education fair will also take place in February. Please check our events calendar on our website for important upcoming dates: http://www.mville.edu/undergraduate/student-life/services-for-students/career-development/events.html.

- Remember to visit our website for important links to valuable tools and resources. View our Job Search Handbook for tips on writing your resume and cover letter, preparing for an interview, and maximizing your job search for a teaching position. A list of helpful websites for teachers is also available. Lastly, search for jobs posted exclusively to Manhattanville students and alumni on Experience, our job posting portal. Visit the website at: http://www.mville.edu/index.php/undergraduate/student-life/services-for-students/career-development/students/school-of-education.html.

Comings and Goings

Continued from page 35

Renee O’Rourke is the New Administrative Assistant for the Rose Institute

Renee O’Rourke has joined the School of Education as the Administrative Assistant for the Rose Institute for Learning and Literacy. In this capacity, she will assist Pledger Fedora with the continued development, implementation, oversight, and evaluation of the Rose Institute for Learning and Literacy program, and continued coordination and collaboration with Reading Reform Foundation of New York.

Renee has a B.S. in Elementary-Special Education from SUNY College at Geneseo, an M.A. in Educational Administration and Leadership from Pace University and an M.Ed. in Reading from Bowling Green State University. She also received certification as a Reading Recovery teacher through New York University.

Kevin Roberts is the New Director of Field Placement and Certification

Kevin Roberts joined the SoE as Director of Field Placement and Certification in July. Prior to joining the SoE, Kevin was the Executive Director of the Elizabeth Mascia Child Care Center in Tarrytown and Director of Universal Pre-Kindergarten services in partnership with the Tarrytown Union Free School District. Previously, he was Director of Residency Services and Director of MR/MH Services for Lakeside Family Children’s Services in Spring Valley, where he was the administrator of agency programs and services for, among other areas, developmentally disabled persons and children with mental health issues.

Kevin received his B.S. in Education (Special Education and Elementary Education) from St. John’s University and his M.S. in Education (Special Education) from Adelphi University. He currently is a doctoral student in our Ed.D. in Educational Leadership program.

Michael Simco is the New Professional Development School Liaison for Fox Lane Middle School in Bedford

The School of Education is pleased that Michael Simco will be the new Professional Development School Liaison to Fox Lane Middle School (FLMS) in Bedford. Michael recently retired from his position as Assistant Principal/House Director at FLMS and before that was the Unified Arts Coordinator and art teacher at the school. Michael holds a B.A. in Art Education from the State University of New York at New Paltz and an M.A.T. in Art Education from the College of New Rochelle. In addition, Michael was part of the first cohort of the Putnam/Northern Westchester BOCES Future Administrators Academy affiliated with Columbia University.

Kevin Roberts

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Kevin received his B.S. in Education (Special Education and Elementary Education) from St. John’s University and his M.S. in Education (Special Education and Elementary Education) from St. John’s University and his M.S. in Educational Administration from the State University of New York at New Paltz and an M.A.T. in Art Education from the College of New Rochelle. In addition, Michael was part of the first cohort of the Putnam/Northern Westchester BOCES Future Administrators Academy affiliated with Columbia University.

Michael Simco

Michael Simco is the New Professional Development School Liaison for Fox Lane Middle School in Bedford

The School of Education is pleased that Michael Simco will be the new Professional Development School Liaison to Fox Lane Middle School (FLMS) in Bedford. Michael recently retired from his position as Assistant Principal/House Director at FLMS and before that was the Unified Arts Coordinator and art teacher at the school. Michael holds a B.A. in Art Education from the State University of New York at New Paltz and an M.A.T. in Art Education from the College of New Rochelle. In addition, Michael was part of the first cohort of the Putnam/Northern Westchester BOCES Future Administrators Academy affiliated with Columbia University.

Renee O’Rourke

Renee O’Rourke is the New Administrative Assistant for the Rose Institute

Renee O’Rourke has joined the School of Education as the Administrative Assistant for the Rose Institute for Learning and Literacy. In this capacity, she will assist Pledger Fedora with the continued development, implementation, oversight, and evaluation of the Rose Institute for Learning and Literacy program, and continued coordination and collaboration with Reading Reform Foundation of New York.

Renee has a B.S. in Elementary-Special Education from SUNY College at Geneseo, an M.A. in Educational Administration and Leadership from Pace University and an M.Ed. in Reading from Bowling Green State University. She also received certification as a Reading Recovery teacher through New York University.

Kevin Roberts

Kevin Roberts is the New Director of Field Placement and Certification

Kevin Roberts joined the SoE as Director of Field Placement and Certification in July. Prior to joining the SoE, Kevin was the Executive Director of the Elizabeth Mascia Child Care Center in Tarrytown and Director of Universal Pre-Kindergarten services in partnership with the Tarrytown Union Free School District. Previously, he was Director of Residency Services and Director of MR/MH Services for Lakeside Family Children’s Services in Spring Valley, where he was the administrator of agency programs and services for, among other areas, developmentally disabled persons and children with mental health issues.

Kevin received his B.S. in Education (Special Education and Elementary Education) from St. John’s University and his M.S. in Education (Special Education) from Adelphi University. He currently is a doctoral student in our Ed.D. in Educational Leadership program.

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School of Education
Upcoming Events

SoE Alumni and Kappa Delta Pi Present a Workshop: Testimony and Documentation: the Use of Primary Sources in Teaching the Holocaust
Wednesday, October 29, 2014, 4:30 pm-6:30 pm, Ophir DR
Presenter: Marlene Yahalom, Ph.D., Director of Education for the American Society for Yad Vashem. Contact anita.nordal@mville.edu for more information.

SoE Alumni and Kappa Delta Pi Present a Workshop: Testimony and Documentation: the Use of Primary Sources in Teaching the Holocaust
Wednesday, October 29, 2014, 4:30 pm-6:30 pm, Ophir DR
Presenter: Marlene Yahalom, Ph.D., Director of Education for the American Society for Yad Vashem. Contact anita.nordal@mville.edu for more information.

Doctoral Program in Educational Leadership: Information Session
Thursday, October 30, 2014, 4:30-6:00, at Putnam/Northern Westchester BOCES
Please contact Maria Biagini to confirm attendance: mbiagini@pnwboces.org

NOVEMBER, 2014
School of Education Distinguished Lecturer Series and Reception
Wednesday, November 5, 2014, at 4:20 in Reid Hall
Dr. Marina Vasilyeva, Associate Professor at the Lynch School of Education of Boston College, will be speaking about gender differences in mathematics achievement and the role of spatial skills in explaining these differences.

Eighth Annual CSI Hispanic Parents Leadership Conference
Friday, November 7, 2014, 9:30 am-2:45 pm, Reid Hall
Program held entirely in Spanish. Contact Anita Nordal for more information at anita.nordal@mville.edu

Dean’s Symposium
Wednesday, November 12, 2014, 4:20 pm-6:30 pm, West Room
Topic: “Preparing for Job Success in Today’s Climate”
Speakers: Dr. Peter Ianniello, Deputy Executive Director, Human Resources, NYC Dept. of Education; Susan Ostrofsky, Principal of Mount Kisco Elementary School
Professional Development credit available; RSVP 323-3153

SoE Admissions Open House
Thursday, November 13, 2014, 6:30-8:30, Reid Castle

DECEMBER
Third Annual Doctoral Retreat
Thursday, December 11, 2014 5:30-7:00, Reid Castle (for SoE doctoral students and doctoral alumni only).

JANUARY, 2015
Retreat SoE Admissions Open House
Thursday, January 8, 2014, 6:30-8:30, Reid Castle

FEBRUARY, 2015
The Office of Career Development and the School of Education Event: Job Fair for Teachers
(for Manhattanville students and alumni only; date and time to be announced)

MARCH, 2015
Dean’s Symposium
Wednesday, March 4, 2015, 4:20 pm-6:30 pm, East Room
Speakers to be announced

School of Education Distinguished Lecturer Series and Reception
Thursday, March 26, 2015, 4:20 pm-6:00 pm, West Room
Dr. Michelle Fine, Distinguished Professor of the CUNY Graduate Center, will be speaking. Dr. Fine’s two most recent books focus on the changing landscape of public education and charter schools.

APRIL, 2015
10th Annual CSI Educational Forum
Tuesday, April 21, 2015, 9:00 am-3:00 pm, Reid Castle
Keynote Speakers to include Lily Wong Fillmore from UC Berkeley, who will speak about what teachers need to know to work with ELLs and language minority students, and Associate Commissioner for the Office of Bilingual Education and Foreign Language Services, NYSED, Angelica Infante-Green. Contact Anita Nordal for more information at anita.nordal@mville.edu

MAY, 2015
Kappa Delta Pi Initiation
Date and time to be announced.
For more information contact Rick Heckendorn at rick.heckendorn@mville.edu

SoE Admissions Open House
Thursday, May 7, 2014, 6:30-8:30, Reid Castle

SoE Graduate Awards & Recognition Ceremony
Thursday, May 14, 2015, 4:15 pm-5:30 pm
Graduate Commencement Ceremony
Thursday, May 14, 2015, 6:00 pm-8:30 pm

JUNE, 2015
Manhattanville College Reunion Weekend and SoE 50th Anniversary Celebration
Friday-Sunday, June 5-7, 2015

JULY, 2015
SoE Admissions Open House
Thursday, July 16, 2014, 6:30-8:30, Reid Castle
The School of Education wishes to acknowledge the following alumni, faculty and friends who made generous gifts to Manhattanville College and the School of Education.  
This list represents gifts made between July 1, 2013, and June 30, 2014.

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<td>Inge Johannsen-Schultz and Alfred Schultz*</td>
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- Education for Sustainability
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- English
- Mathematics
- Science(s)
- Social Studies
- Foreign Language(s)
- Visual Art
- Music
- TESOL
- Special Education;
- Early Childhood
- Childhood
- Early Childhood and Childhood
- Generalist

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- Human Sexuality
- Drug and Substance Abuse
- Advanced Personal Health
- Community Health
- Analysis of Human Disease
- Mental Health and Emotional Well-Being
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- Foreign Language for Elementary Schools (hybrid)
- Literature for Adolescents (hybrid)

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- Childhood*
- Early Childhood and Childhood
- Middle Childhood/Adolescence: English*, Mathematics*, Biology*, Chemistry* or Physics*,
- Social Studies*, French, Spanish*, Italian, Latin
- Visual Arts
- Music
- Physical Education and Sport Pedagogy

MPS
- Special Education: Early Childhood
- Special Education: Childhood*
- Special Education: Early Childhood and Childhood
- Special Education: Grades 7-12 Generalist
- Childhood and Special Education
- Early Childhood and Special Education
- English and Special Education*
- Mathematics and Special Education*
- Biology* or Chemistry* and Special Education
- Social Studies and Special Education*
- TESOL*
- TESOL Adult and International Settings
- Literacy Specialist: Birth-Grade 6
- Literacy Specialist: Grades 5-12
- Literacy (Birth-Grade 6) and Special Education (Grades 1-6)
- Educational Leadership, SBL

M.Ed.
- Educational Studies

Ed.D.
- Doctor of Education
- Executive Doctor of Education

Professional Diploma
- Educational Leadership; SBL
- Educational Leadership; SBL and SDL

Advanced Certificates
- Administration of Physical Education, Athletics and Sport Pedagogy
- Health and Wellness Specialist
- Science of Reading: Multisensory Instruction (Rose Institute)

Certificate of Advanced Study
- Teacher Leaders
- School District Leader
- Bilingual Education; Childhood/Spanish
- Education for Sustainability

Post-Master’s Certificates
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- Earth Science, Social Studies*, French, Spanish*, Italian, Latin
- Visual Arts
- Music
- TESOL*
- Special Education: Early Childhood
- Special Education: Childhood
- Special Education: Early Childhood and Childhood
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