To prepare students, through rigorous academic and co-curricular programs, Manhattanville College’s mission is to educate students to be ethical and socially responsible leaders 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 that develops in each student a commitment to service and leadership within a global community.

Inspired by the College mission statement, Manhattanville College School of Education’s mission 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.
Dear Alumnae and Alumni,

Your alma mater is a beacon of light in a world filled with shadow and uncertainties. Constantly focused on its mission of preparing ethically and socially responsible teachers and leaders, your alma mater operates with hope and passion for providing optimistic futures for students of all ages, and from all different types of backgrounds.

Now 52 years old, your alma mater has grown from offering one graduate program to offering 75 programs at the bachelor’s, master’s, and doctoral levels. Students, primarily from the mid-Hudson region and New York City, enroll in these programs because they believe in the boundless power of education for inspiring growth and potential. Faculty and administrators, all of whom have unique areas of expertise and impactful ideals, guide and nurture students’ desires to be part of a noble profession that contributes significantly to society.

These same faculty and administrators also strive to develop new programs and opportunities to constantly elevate the School of Education and respond to student requests. For example, a Masters of Professional Studies and Advanced Certificate in Applied Behavior Analysis (ABA) was approved by the New York State Education Department this past year for licensing as a Behavior Analyst. This program prepares students to design, implement, and supervise behavior analytic programs for individuals with autism and related disorders, and for a variety of other students with and without disabilities.

As another example, the New York City Department of Education has once again given a grant to the School of Education to bring a multisensory, phonics-based approach for beginning reading instruction into classrooms across the city through the Rose Institute for Learning and Literacy in collaboration with the Reading Reform Foundation. This grant honors the lifelong work of the late Sandra Priest Rose, the founder of the Rose Institute, and enables the School to train K-2 teachers so that their students develop in letter-sound knowledge, spelling, word decoding, and reading comprehension. So far, results are beyond encouraging!

And, as diversity continues to characterize suburban schools, the School’s signature community outreach program, the Changing Suburbs Institute® (CSI), is focused on working closely with P-12 teachers and students in its now 14 Professional Development Schools across eight school districts. Teacher candidates placed in these schools believe their student teaching experiences provide them with opportunities to interact directly with students from diverse backgrounds, enhance their understanding of the needs of diverse learners, and master teaching strategies that are effective with diverse learners. CSI’s parent outreach initiatives in these same schools bring Hispanic parents to Manhattanville College for leadership conferences. How many schools of education do you know that offer conferences specifically for Hispanic parents to help them engage with their children’s schools? Your alma mater does!

Your School of Education is about giving hope to others so that they have the wherewithal to go where they need and want to go to reach their professional and personal destinations. Those affiliated with Manhattanville College’s School of Education are part of a community that is committed to being nimble; meaning, they spot opportunities from any distance so that stakeholders have access to the gold standard of teacher and leadership preparation and professional development. Whether participating as teaching assistants in Putnam Valley Central School District, paid substitute teachers in Bronxville Union Free School District, paid full-time teachers in the Bronx through the Jump Start program, or voluntary members of the Doctoral Alumni Association that now boasts of more than 40 doctoral graduates, you and future alumni are part of a spirited entity that shines a bright light of promise, positivity, and possibilities for students everywhere.

The pages that follow capture the many ways in which the School of Education is a symbol of hope for our profession, and share fascinating stories and important updates about our alumni. Please reach out to let us know what you are doing and how we can engage you. Contact Heidi Sakanaka, our director for alumni relations, at heidi.sakanaka@mville.edu to convey your stories, boast about your achievements, and get involved with our very active and impressive alumni board. You and I share a unique bond of being in an extraordinary profession for extraordinary people. Thank you for being one of those extraordinary people who inspires hope in others!

Shelley B. Wepner, Ed.D.
Dean and Professor, School of Education
IN THIS ISSUE

04 A Summer to Remember: Experiencing the Educational System in Japan

06 Leadership That’s Homegrown
Ellen Lane, Ed.D. ’17, Director of School Communications, Putnam/Northern Westchester BOCES

08 The Physics of Roller Coasters: Using Problem-Based Learning to Engage Students

09 Meeting the Growing Demand for ASL Classes

10 Returning to My Education For Sustainability Roots in Australia
Sherie McClam, Ph.D., Associate Professor, Science Education and Education for Sustainability

14 Alumni at the Doctoral Retreat

15 Ninth Annual Mary K. Humphreys Endowed Scholarship

20 School of Education Awards 18 Doctorates

21 First Higher Ed Cohort Delivers with Masters Course in Student Affairs

28 Department of Special Education News and Initiatives

34 Alumni News

41 School of Education Honor Roll

…and More
The goal of CSI is to improve educational outcomes and narrow the achievement gap for diverse students, with a specific focus on Hispanic students.
In July of 2017, I was privileged to be selected as the Group Leader for the 2017 U.S. Educators Program sponsored by the Japanese Chamber of Commerce and Industry of New York, Inc. (JCCINY). I traveled with 11 educators from the New York City area and one representative from the JCCINY to and around Japan for two weeks. This was the 28th year the Japanese Chamber of Commerce and Industry of New York sent educators from the tri-state area to Japan. About three decades ago, the Chamber’s members recognized that when families from Japan came to the New York City area with their companies, the children had a difficult time adjusting in school. They decided to send local area teachers to Japan to have them better understand the education system and culture the children were coming from so that they could better help the Japanese students when they came to our schools. Our cohort visited three schools, an educational agency, and countless cultural and historical places throughout our journey. It was truly an amazing experience.

In regards to the schools, there were certainly some differences between Japanese schools and our American schools. One difference is that Japan has a national curriculum and a nationally approved set of instructional materials. Every teacher and student is using the same materials to teach the same lessons. Another striking difference between Japanese schools and the schools in the U.S. is the emphasis on student responsibility and ownership of the space. Students serve lunch to their class (the food of which is identical for all students and the teacher, who eats with them), they eat quickly, clean it up, and even brush their teeth together at some schools when they are done. All the students have cleaning jobs around the school, from wiping down the hallways to cleaning the toilets. One school told us they do not have custodians; students do the work. That certainly does not typically happen in U.S. schools. Another marked difference is that compulsory education ends at eighth grade. Japanese students need to apply to and take entrance exams for high school in Japan. Though we were assured there is a high school for every student, this concept of needing to apply to high school impacts student focus and achievement differently than in the U.S. where you can just keep going without any entrance exams.
In Kyoto at a shrine, two of us were stopped by a group of students and asked if they could ask us a few questions. In English, they asked their questions about how we liked their city and we took photos with them. Afterwards, my colleague and I commented that both of us had had an initial reaction of distrust when being asked if they could ask us some questions — we don’t typically go up to strangers that often in the U.S. We were so happy to have ignored that reaction and had a great conversation with the students.

One of the learnings I have taken away from this experience is the impact of visuals. As a non-Japanese reader, seeing signs with visuals was very helpful. I especially liked the exit signs: they are green with a person running. It made me think about the red EXIT signs we have here. Why would I want to run toward a red sign with a word I can’t read in an emergency when red means stop? The green sign with the runner makes more sense.

Another learning I have is how we can help our Japanese students prepare to return to Japan if they need to return. Knowing that they will need to take entrance exams to get into high school upon their return will help us in focusing their work differently while they are here.

The age of the country of Japan is so vastly different from the U.S. that I think we do not truly appreciate what it means to come from an ancient culture. In the U.S., our historical buildings are so much younger than in Japan. Being surrounded by such a depth and length of history was overwhelming at times. Climbing into Himeji Castle and walking the 10,000 gates at Fushimi Inari Shrine in Kyoto are two examples of experiences that do not have their parallel in the U.S.

The cleanliness of the country was astounding, and we couldn’t find trash cans anywhere! We were in Japan during the time of a festival where children write wishes and tie them to bamboo trees. These temporary trees were just lining the streets of the cities and were left unmolested by passersby for multiple days.

The people we met always went out of their way to help us. On a day when we were on our own for lunch, a noodle place we tried to go to turned out to not open for lunch, only dinner. A lovely shop owner from across the street from the closed noodle restaurant gave us a local map and directions to another one. It was a wonderful lunch that we all enjoyed.

One difference is that Japan has a national curriculum and a nationally approved set of instructional materials. Every teacher and student is using the same materials to teach the same lessons."

We also need to explicitly teach our students from other countries about our school culture and school day. We need to directly work with students on expectations such as leaving shoes on, not washing the floors themselves, having local choice in learning materials, and so forth. In addition, we need to help students understand how lunch works, because students can bring lunch from home or purchase from options in the cafeteria here. Even just explaining that there is a cafeteria and how it works needs to be done.

I will be forever impacted by my experience in Japan. I have grown in my understanding of our non-native students and how better to serve them and now have connections with other local educators that will last me for a lifetime. ■
As a 15-year-old student at Walter Panas High School, Dr. Letitia S. Payne (B.A. ’01, M.P.S. ’02, Ed.D. ’17) had no way of knowing that a talk she was invited to attend would shape her future, propelling her into the field of education and leading her to earn a doctorate from Manhattanville College.

Dr. Payne, who is black, was tapped for the talk by a newly formed group called “Today’s Students, Tomorrow’s Teachers,” offered by Putnam/Northern Westchester BOCES as a way of promoting students of color to consider the teaching profession.

At the time, Dr. Payne said she was thinking about becoming a school psychologist but the program helped her to see teaching as her calling. The program, which was later spun off from BOCES, allowed students to observe teachers in classrooms, tutor students in their district, conduct mock interviews with superintendents, and work with mentors in high school and college.

Manhattanville offered 50 percent scholarships to students who came through the program, a perk that the college extended for Dr. Payne’s master’s degree.

“I think this program provided opportunities for students of color to see themselves in front of a classroom. It allowed both men and women of color to see that they could have a place in education as role models to students,” she said.

Dr. Payne, who has taught in the Ossining Union Free School District for 16 years, said Ossining has hired many teachers who came up through Today’s Students, Tomorrow’s Teachers. Dr. Payne holds a master’s degree in English Secondary Education as well as in Special Education from Manhattanville and a master’s degree in Literacy from Walden University.

In addition to teaching at Ossining’s Anne M. Dorner Middle School, Dr. Payne serves as the chairperson of the Response to Intervention
meetings at the middle school and runs a group for African-American and Latina girls that promotes sisterhood.

Dr. Payne, who holds state certification as a school building leader and school district leader, said she was surprised when she decided to pursue a doctorate that her interviewer was Dr. Renee Gargano, who had launched her on the path to teaching years earlier through Today’s Students, Tomorrow’s Teachers.

Manhattanville’s doctoral program in Educational Leadership is offered in partnership with BOCES’ Center for Educational Leadership. Designed for mid-career professionals with some leadership experience, it offers flexible scheduling and the opportunity to attend some classes at BOCES and others at the Manhattanville campus. The other unique thing about the program is that students enter in cohorts who complete the course of study together.

“The cohort model that was created allowed us to not feel alone in the journey. We really became like family. We could rely on each other and have a support system,” she said.

Having successfully defended her dissertation recently on “Evaluating the Effect of Response to Intervention Implementation in Middle School Settings within the Hudson Valley and Long Island Regions of New York,” Dr. Payne said now “the sky’s the limit” in what she could do next, although for now she has high praise for the Ossining district and enjoys the work she does there enormously.

Not surprisingly, Dr. Payne’s parents were on hand for her meeting to defend her dissertation. “My mom has read my dissertation. She was my editor-in-chief,” Dr. Payne said. “My parents were my first teachers. They instilled the importance of education and hard work early on and saw the teacher in me before I saw it in myself.”

She also praised Gargano, former deputy superintendent at BOCES and founder and program developer for the Center for Educational Leadership, as an unfailing cheerleader. “She has been at every important educational milestone and celebration along the way, and has always been there to support me on this journey,” Dr. Payne said.

“If it hadn’t been for Today’s Students, Tomorrow’s Teachers and for the partnership between BOCES and Manhattanville and all the opportunities I was offered, I don’t know if I would be at this point. I am truly grateful for it all,” she said.

“I think this program provided opportunities for students of color to see themselves in front of a classroom. It allowed both men and women of color to see that they could have a place in education as role models to students.”
Jefferson Elementary School in New Rochelle is one of Manhattanville College’s Professional Development Schools. A science focus across the school is problem-based learning. This means solutions for problems must be explored, knowing from the start that there may be many.

Flexible young thinkers in a grade three classroom have been wondering about physics principles that govern linear movement. These students wanted to understand what makes a roller coaster move and the forces that govern its motion. In order to gain some initial understanding, students worked first with simulation software in the computer lab. Fitting together pieces of virtual track along which a roller coaster car could roll, children experimented with mass, acceleration, momentum, and velocity as they endeavored to guide their coaster car over and under obstacles presented by the software.

After reflection on the simulation process with their classroom teacher and the technology specialist, small teams of students set out to design their own roller coaster track, incorporating into their plans the many facets of motion internalized from the simulation experience.

What fun!

While design style as a concept certainly crept into the budding physicists’ minds, they knew well that their cars would not travel far without the integration and application of mighty motion principles.

After energetic brainstorming sessions, organizing varied ideas, developing cogent plans, obtaining peer feedback, and revising, revising, revising, students built coaster tracks that allowed cars to swoop and turn, flip and flop, chug and hurtle.

Engaged learners immersed in sense making, testing conjectures, working together — all of this contributed to new understandings and maintaining a strong classroom community.
meeting the growing demand for ASL classes

Diane W. Gómez, Ph.D.
Associate Professor, TESOL, and Foreign Languages
Chair, Educational Foundations and Special Subjects

Peeking into the Oak Room at Putnam/Northern Westchester BOCES (P/NW BOCES), I see a group of adults standing and looking intently at Prof. Raina Schild. Hands are gesturing — some rapidly, some jerkily, some with mouth accompaniment. Body movements and facial expressions are animated. But there are no voices, just the occasional sound of one hand slapping against another. Communication is happening. This is a group of teachers in their second course of American Sign Language (ASL).

For over ten years the Department of Educational Leadership and Special Subjects (now Educational Foundations and Special Subjects) has offered American Sign Language (ASL) I and II with our dedicated adjunct, Jennifer Welsh. Her courses have been extremely popular. Many of our graduate students use ASL to satisfy the 12 credits of a foreign language requirement to obtain New York State certification in Teaching English to Speakers of Other Languages (TESOL). Our graduate advisors, Dr. Larry Krute and Jody Green, often heard laments from our graduate students that they were unable to register because the courses had reached enrollment limits.

The demand for more sections of ASL grew with the passing of New York State Commissions Regulation Part 154 (CR Part 154). This regulation stipulates the school districts provide equal access for English language and multi-language learners to all school programs. In order to comply with the new regulations, school districts encouraged their teachers to become certified in TESOL.

Last spring, at the request of a group of teachers from Port Chester School District seeking to satisfy the foreign language requirement to become certified in TESOL, we began to actively search for another competent instructor of ASL. Fortunately, we connected with Prof. Raina Schild. Professor Schild is a certified teacher of the Deaf and Hard-of-Hearing (Hearing Impaired) who comes to Manhattanville with over 30 years of experience teaching. We ran our first section of ASL I in fall of 2017 at P/NW BOCES. Spring 2018, we continued to offer a section of ASL I and added a section of ASL II.
returning to my Education for Sustainability roots in Australia

Sherie McClam, Ph.D.
Associate Professor, Science Education and Education for Sustainability
One of the most distinct privileges associated with being an academic in an institution of higher education like Manhattanville College is the opportunity to take a sabbatical. For me, this important privilege came with an equal sense of responsibility to use my time away from campus wisely. For me this meant invigorating my scholarly research. And for me this meant returning to my Education for Sustainability roots.

I came to Manhattanville College after spending my first three years as an academic at the University of Melbourne in Australia. I went to Melbourne with my brand-new Ph.D. to pursue social equity in science education through my teaching and research. Within weeks of my arrival, I was asked to teach a course in their Graduate Environmental Program. While I was not specifically trained in environmental education, I could easily see the connection between social and environmental justice, and the role that science education could play in integrating them to make the world a better place. And before I knew it, I was thrust onto a path that would change my life and lead to the creation of an Advanced Certificate Program in Education for Sustainability at Manhattanville College.

During my interview for my current science education position in the School of Education, I shared my passion for EfS with Dean Shelley Wepner, who then exclaimed that Manhattanville College co-hosts an EfS summer institute for in-service teachers with the Children’s Environmental Literacy Foundation. When she offered me the position, Dean Wepner insisted that I participate in that summer’s EfS institute and then gave me unfaltering support as I went on to design our EfS advanced certificate program. Since its launch in 2013, we have graduated four cohorts of graduate students who have become leaders in educating citizens for a sustainable future.

When given the opportunity to apply for sabbatical, I found myself reflecting on the things those students have shared with me over the years about their experiences in our EfS advanced certificate program. They told me that they felt grounded by an urgent sense of purpose and empowered by a new capacity for change agency. And they told me that their engagement in the EfS program profoundly affected the ways that they think about and practice education. As I thought about the ways in which these students talked about being transformed by their experiences in our EfS program, I knew that I wanted my sabbatical research to allow me to unpack and better understand those experiences. So, I set out to design a research project that would enable me to do just that, not only for graduates of my own program but also for graduates of programs in other teacher education institutions within and outside of the United States.

Inspired by the idea of returning to my Education for Sustainability roots, I recruited six Australian education researchers to join me and my colleague Jen Cirillo from the University of Vermont as co-investigators on a research project to explore the effects of EfS in teacher education, professional development, and community engagement. With great excitement we began working together online in January 2017 and by May we had a large, multifaceted, internationally approved ethnographic research project in place that would allow us to work together in Australia in September, October, and November to generate and collect interview data. This included an auto-ethnographic reflection on our own EfS practices and narrative ethnographic explorations of the effects of our programs on teachers and community educators.

“At the University of Melbourne, I developed a critical understanding of the profound pressures placed on social and ecological systems by unfettered development and climate change.”

At the University of Melbourne, I developed a critical understanding of the profound pressures placed on social and ecological systems by unfettered development and climate change. And in that process, learned just how vitally important it was to design learning experiences for students from pre-school to graduate school that would enable them not only to understand the complexities of the social, environmental, and economic challenges we face, but also to become the kind of critically thinking, problem-solving citizens we need for addressing those challenges. This was the genesis of my passion for Education for Sustainability (EfS). These are my Education for Sustainability roots.
I left for Melbourne on September 14 and spent nine amazing weeks working with this wonderfully diverse team of passionate EfS educators. Their collective expertise spread across multiple formal and informal education sectors, and beyond our data collection work, I took every advantage of spending time with each one of them to learn more about their EfS practices. Becoming an expert in regional train travel, I crisscrossed the state of Victoria to interview graduates of their programs, compatriots in their community engagement efforts, and to learn from all that they could offer.

I saw how John Rafferty from Charles Sturt University moved his EfS efforts outside of formal teacher education to the collaborative empowerment of underserved and disenfranchised citizens of North Albury through the creation of a community center. I heard how graduates of Alison Lugg’s outdoor education program at La Trobe University, Bendigo gained passion and skills for developing deeply committed stewards of Australia’s unique and fragile landscapes. Sitting around kitchen tables in Warragul with Monica Green from Federation University, I learned about the ways in which collective action can bring members of a community on a journey from unsustainable living practices stemming from a region dependent on the extraction of coal and timber to prospects for a sustainable living inspired by opportunities for economic transition. I met with faculty members across multiple disciplines from La Trobe University, Melbourne to talk about the ways in which Colin Hocking’s professional development program supported them as they learned to integrate sustainability thinking into courses ranging from French to business. I watched inspired students mentored by Peta White at Deakin University make compelling pitches for environmental action. And I experienced the depth of all of my research colleagues’ commitment to EfS as we gathered in Strath Creek for a three-day retreat to generate auto-ethnographic reflections and to make plans for analyzing our data, developing manuscripts for future publications, and generating opportunities for further collaboration.

Through it all, the School of Education at Manhattanville College was on proud display. I was able to highlight the ways in which our EfS advanced certificate program is impacting the lives and practices of our graduates and share our story of effecting change for a sustainable future, and I gained immeasurably from hearing theirs.

One community activist from Warragul summed up the significance of our interaction when she boasted to local government officials that she was participating in an international research project with a professor from Manhattanville College in Purchase, New York! So, I returned to the United States with mounds of data and an even deeper respect for the value of working collaboratively across cultures and institutions to ask and answer important questions about educating citizens for a sustainable future.
The Manhattanville College School of Education honored two alumni on May 18, 2017.

**ALUMNI AWARD FOR PUBLICATIONS IN PK-12 EDUCATION**

Roseanne Baxter Frank  
Bachelor of Science in Art and Certification in Elementary Education, ’86

*This award is given to a graduate of the School of Education who has created publications that foster teaching, learning, and development in the PK-12 setting. Publications could be children’s literature, curriculum design, or technology guides.*

Roseanne Frank is the author of *Bite Sized Reads*, a collection of short stories with rich vocabulary and high interest content for use in secondary classrooms. With the subtitle “Slightly twisted, deliciously dark, really short stories for people with very little time or very short attention spans,” the stories in the collection can keep students engaged over multiple lessons with their irony, humor, and historical and literary references. Additionally, Roseanne has written a *Classroom Companion for Bite Size Reads* that offers suggestions to educators on how to use the short stories as learning tools with creative ideas and lessons.

Stating that her stories “are defined as ‘flash fiction’…for people with very little time or very short attention spans,” Roseanne adds that “In our tech-centric world, a quick short read can remind kids that you CAN experience thrills, humor, reflection and ‘what ifs’ in just a few minutes.”

Roseanne attended Manhattanville for her undergraduate degree in art and elementary education and taught in early childhood settings for over 10 years. She is a long-time School of Education alumni board member whose wisdom and great ideas have enhanced SoE alumni programs.

**THE VALIANT EDUCATOR AWARD**

Janet McManus Corvini  
Bachelor of Music and Certification in Music Education, ’76

*This award is given to a graduate of the School of Education 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.*

Janet McManus Corvini is a musician-educator with over 40 years of service to public school music education. Prior to retiring in 2016, Janet worked as a music educator for many years in both the Bronxville Union Free School District and the Mount Vernon School District. Janet graduated from the Music Department of Manhattanville College with the degree Bachelor of Music in Music Education in 1976.

Janet’s nominator, Manhattanville professor Dr. Jerry Kerlin, commented that “throughout her career, Janet Corvini has worked to place the teaching and learning of music at the core of her life. Trained as a clarinetist, she has balanced both teaching and performing through achievements and awards — the professional praxis that has inspired the word musician-educator.”

In retirement, Janet continues to serve her profession as the President of the Westchester School Music Association, a county branch of the New York State Music Association.

ABOVE: Heidi Sakanaka, Nominator Dr. Monique Reilly, Roseanne B. Frank, President Michael Geisler.

BELOW: President Michael Geisler, Janet Corvini, Nominator Dr. Jerry Kerlin, Heidi Sakanaka.
Over 60 members of the Manhattanville Doctoral community gathered on December 20, 2017 for the Annual Doctoral Retreat at Reid Castle. Students, faculty, and alumni connected over cocktails and conversation to celebrate and support one another through their unique doctoral journeys.

Facilitated by Master of Ceremonies Dr. Emily Hirsch of Signature Cohort 1, the evening began with a rousing welcome from Dr. Shelley Wepner, followed by an insightful keynote presentation by Dr. Ray Blanch. Dr. Blanch, the Superintendent of Somers Central School District, shared research around equity in education and provided the innovative ways Somers is currently addressing equity for its students.

The attendees were then treated to a helpful question-and-answer session by an esteemed panel of Ed.D. alumni. These panelists answered questions generated by the students in attendance, spanning topics from finding work-life-school balance to the most difficult assignment they tackled during their program.

This year, doctoral students also participated in a sock drive that yielded the donation of 164 pairs of socks. The Center for Educational Partnerships and community organization Chi Nu Alpha Christian Sorority, Inc. (with which Shana Eustay of HIED Cohort 2 is affiliated) joined forces to meet the needs of students and families during the winter season and hosted a winter sock drive for elementary school PS 85X of the Bronx. P.S. 85X has a population of students that experience great challenges socio-economically, personally, and culturally. The donations received from doctoral students gathered at the retreat helped Chi Nu Alpha Christian Sorority, Inc. exceed their 500-sock goal.

A huge success, the retreat concluded with recognition of recent graduates and students who have successfully defended their dissertation proposals in the last six months. A special thanks to the Doctoral Alumni Association Retreat Committee, Emily Hersh, Monique Reilly, Ryan Fisk, Patricia Gannon, Jackie Levine, and Renee Gargano, for organizing another fantastic event for the doctoral community!
The Mary K. Humphreys Endowed Scholarship is awarded to a student in special education who has demonstrated a commitment and devotion to educating children with special needs. The scholarship, established by her family, is a legacy to Mary K. Humphreys who, while having a successful career in the business world, recognized that her fulfillment lay in teaching children.

On June 17, 2017, at the ninth annual dinner for the scholarship, Georgia Sommer, M.P.S. ’17, was honored with the scholarship award. Sommer was chosen as the recipient because she embodies what is seen as an excellent legacy to the sensitivity of Mary K. Humphreys to children with special needs. In addition to her excellent academic record with a GPA approaching 4.0, Georgia had received strong endorsements from experienced teachers in her field and has learned from her own life experiences and challenges to develop an extraordinary sensitivity to children with exceptional needs.

Sommer currently works at Putnam Valley Middle School as a 5th grade special education teacher in an integrated co-taught classroom (ICT). She collaborates with two co-teachers and works both with students with special needs and general education students. In this position she differentiates, modifies, and scaffolds instruction to ensure that they accommodate the unique learning needs of each child.

Sommer was also invited to attend the Children’s Environmental Literacy Foundation (CELF) summer institute at Manhattanville College as a member of the Putnam Valley Central School District CELF committee, where she learned about engaging and efficacious ways to integrate the big ideas, themes, and concepts of sustainability into the curriculum and school community. In addition, she serves as co-advisor of the middle school garden club and she is working towards receiving Google Educator Level 1 certification.

Sommer states that she is “incredibly grateful to begin my teaching career in my home school district with the invaluable support of my colleagues as well as the Manhattanville Community. The strong connections I have established with my students energize and motivate me to be my best self, even on the days that I feel overwhelmed and exhausted. I can say with confidence that teaching is my passion; my lifelong dream of becoming a teacher has been realized.”
On October 19, 2017 the School of Education Alumni Board, with the cooperation of the Manhattanville chapters of the Council for Exceptional Children and the Kappa Delta Pi Honor Society, ran an event entitled “What’s New with IDEA: A Panel Discussion on the Individuals with Disabilities Education Act.” Moderated by Professor Mikki Malow of the Special Education Department, panelists included Alumni Board members Dr. Joe Schippa (B.Mus. ’78, M.A.T. ’81), Director of Pupil Personnel Services in the Edgemont Union Free School District (NY) and Diane McManus (M.P.S. ’09), Head of School and District Superintendent, Villa Maria School (CT). Joining them on the panel was Manhattanville doctoral student Felicia Gaon, Director of Student Services in the Mt. Vernon City School District. Alumni Board member Dr. Monique Reilly (M.P.S. ’00, Ed.D. ’13) introduced the panel.

In mid-November 2017 alumni and friends gathered at Via Veneto 26 Trattoria in White Plains for an SoE Networking Happy Hour. It was a nice gathering of old and new friends, with delicious food and drinks! And on March 29, 2018 alumni gathered for a fun “paint night” at Muse Paintbar in White Plains. Even those who came in thinking they had little artistic skill walked out with a nice painting, and everyone had great conversation and laughs in the process.

On March 6, 2018 the School of Education Alumni Board and the Office of Institutional Advancement hosted a Champagne Toast Reception to celebrate the School of Education 2018 graduating class. Alumni enjoyed mingling and speaking with the School of Ed’s newest and impending graduates and encouraged them to become active in alumni life.

Last fall the Early Childhood Alumni Association, in partnership with Manhattanville Early Childhood faculty members Dr. Victoria Fantozzi and Dr. Patricia Vardin, organized the association’s annual professional development conference. It was a wonderful day packed with active learning, cheerful teachers, and of course raffle prizes! The theme was “Our Diverse Classrooms: Meaningful Approaches for Early Childhood” and was sponsored by Lee and Low Books. The keynote speaker, Dr. Maria Paula Ghiso, delivered an inspiring keynote speech based on her research on literacy in multinational and translingual contexts. The West Room was buzzing with conversation as Dr. Ghiso engaged the participants in thinking about ways they could make connections with immigrant or multilingual children and families.

Participants then dispersed to one of ten interactive workshop choices, with topics including diverse books, the culturally responsive classroom, storytelling from all cultures, teaching exceptional children, music in the inclusive classroom, and the Committee on Preschool Special Education (CPSE) to Committee on Special Education (CSE) process. We had presenters from local schools and colleges, as well as Manhattanville professors and alumni. Dr. Mary Coakley Fields, an assistant professor of literacy, presented on the culturally responsive classroom. We also had two presenters who are both alumni and adjunct professors: Laura Woodson presented on using the Early Childhood Environment Rating Scale (ECERS) to evaluate multicultural aspects of the classroom, and Jennifer Geskie presented on strategies to teach exceptional children. Finally Bill Gordh, a long time adjunct and presenter, brought his banjo to support teachers in storytelling in the classroom.

Mark your calendars for October 6, 2018!
Kappa Delta Pi is the international honor society in education that was founded to foster excellence in education and to promote fellowship among those dedicated to teaching. Besides high academic achievement, an invitation to membership in the Manhattanville Chapter is based on a commitment to education as a career and a professional attitude which assures the member’s steady growth in the field of education.

This past fall, Kappa Delta Pi welcomed new officers and a new chapter advisor, Literacy Professor Dr. Katie Cunningham. The members worked together on planning a fundraiser to support schools affected by the devastating hurricanes. Additionally, Kappa Delta Pi held a student teaching panel at the end of the fall semester in which current student teachers spoke about their culminating experience in the classroom. They provided prospective student teachers with a great wealth of insight into the edTPA process, as well as practical advice for new educators.

On December 4, 2017 Kappa Delta Pi inducted twenty five new members into their Omega Xi chapter. Dr. Rick Heckendorn, founder of the Manhattanville Chapter, was honored for his continued hard work and dedication. We would like to congratulate all of the newest inductees and wish Dr. Heckendorn all the best on his retirement and as he embarks on the next chapter of his life.

Kappa Delta Pi leadership at the December 4 Induction Ceremony. From left, Deanna Lasco (Co-Vice President), Ally Sedlacik (President), Dr. Rick Heckendorn (Manhattanville Chapter founder and retiring Chapter Advisor), Dr. Katie Cunningham (incoming Chapter Advisor), Christina Santini (Co-Vice President), Amanda Bromberg (Treasurer), Armela Mustafaj (Secretary).

Challenges Facing Suburban Schools: Promising Responses to Changing Student Populations

Edited by: Shelley B. Wepner and Diane Gómez

School of Education Dean Shelley B. Wepner and Professor Diane Gómez have brought together a collection of chapters by leading educational scholars on the impact that an increasingly diverse student population has on 21st century suburban schools. A resource for school district administrators, teachers, and policy makers, it also presents what can and should be done to help K–12 school districts address this growing phenomenon across the nation.

Eight chapters cover topics ranging from the nature of student diversity in the changing suburbs and issues with student achievement to delving into parent inequities and offering ideas for closing the parent gap. One chapter, written by Shelley B. Wepner and Diane Gómez, identifies administrative responsibilities and program structures for working with a changing student population.

Another chapter, co-authored by Manhattanville School of Education professor Stephen C. Caldas, looks at race, ethnicity, and social capital in the changing suburbs.
Dr. Rick Heckendorn has been a valued member of Manhattanville’s School of Education for 15 years. Now, Dr. Heckendorn is heading off into retirement following a decades-long career in the classroom. The School will be hard-pressed in replacing both his passion for the art of teaching and the levels of dedication and commitment he showed his students.

Any Valiant who has sat in a Heckendorn-led classroom can attest to the value of his student-centered, interdisciplinary approach. Lessons were spent discussing and debating, role-playing and singing, dancing, and chanting in foreign languages. There was no hiding and rarely could a student spend an entire class quiet; no two sessions were ever the same.

Dr. Heckendorn proved his educational mettle long before he stepped on the Manhattanville campus. For 17 years he taught secondary social studies in Wantagh, NY; for three years he was the social studies department head in Valley Stream, NY; and for 11 years he was an Assistant Principal in Merrick, NY. His pre-Manhattanville career culminated with additional time spent as an adjunct teacher at Molloy College and Hofstra University.

In discussing some of the prouder moments of his journey through the various classrooms of Long Island, Dr. Heckendorn paused to ask me a question: “Do you know the story of Pheidippides?” (I didn’t. It’s only thanks to Google that I spelled his name right.) He went on — as if I were another student in his middle school social studies class — to explain that Pheidippides was a runner-courier who ran 26 miles from Marathon to Athens to announce Greek victory over Persia in the Battle of Marathon; hence, the “marathon” athletic event we know today.

When he taught the Marathon story to his students, Dr. Heckendorn took interdisciplinary student immersion to the next level. An avid musician, he composed a song to help teach his lesson and make it stick. He worked with the school’s physical education teachers to organize a Pheidippides-inspired run around the track for his students, who were also encouraged to dress in togas for the day. They sang, they laughed, they dressed, they ran, they learned. When it came to seizing opportunities for student engagement, Dr. Heckendorn was never afraid to go the extra mile.

For readers unfamiliar, creative songwriting is another amazing talent of Dr. Heckendorn’s. A favorite of his is the catchy tune he came up with to assist students in remembering the important details of the Preamble to the Constitution.

In my first semester at Manhattanville, he led our EDU5000 group in a rendition of this song to represent the success teachers can have when they go beyond the job requirements and truly interact with content and, through content, interact with the students. The musical aspect of his teaching style — while incredibly entertaining — is symbolic. He taught us by example that if we as teachers show passion and personal connection to our material, students will be that much better for it.

Dr. Heckendorn’s influence isn’t felt only among the aspiring educators he taught in Brownson Hall. He has also been the faculty advisor to Manhattanville’s chapter of Kappa Delta Pi, the International Honor Society in Education. When asked how his tenure
Katheryn Hathaway Joins the SoE as Associate Dean for Accreditation and Technology

Dr. Katheryn T. Hathaway, Associate Dean for Accreditation and Technology, comes to Manhattanville College after serving 31 years at the College of New Rochelle (CNR), most recently as Associate Professor of Literacy Education and CAEP Coordinator. At CNR, Kate served as Director of Education, taught 28 different courses in literacy, special education, and general education, served on numerous committees at every level, and was responsible for Title II and CAEP reports for all undergraduate and graduate programs.

Kate has an Ed.D. in Special Education: Learning Disabilities, an M.Ed. in Reading and Learning Disabilities, and an M.A. in Educational Psychology: Remedial Reading from Teachers College, Columbia University. She has a B.A. in Early Childhood Education from Hood College in Frederick, Maryland.

Being too idealistic is a good thing.”

On behalf of the School of Education, the Kappa Delta Pi fraternity, and the Manhattanville community as a whole: Thank you, Dr. Heckendorn, for your 15 years of devotion. Wishing you a happy and healthy retirement full of song and safe travel.
The School of Education awarded 18 doctorates in Educational Leadership in May 2017, the largest number of such degrees that Manhattanville has granted in a single year. “We are very pleased with the growth of the Ed.D. program,” said Dean Shelley Wepner. “With the addition of a concentration in Higher Education Leadership as well as an Executive Ed.D. (All But Dissertation) program in recent years, we expect that our doctoral program will continue to grow,” Wepner noted.

The scholars who were graduated in the spring were largely from the School of Education’s Signature Program representing P–12 school leaders.

One graduate, Dr. Jeremy Luft, who was recently appointed to his new position of Director of Learning and Innovation in Putnam Valley Central School District, stated that, “The Manhattanville doctoral program pushed me to become a better student, educator, and researcher. The cohort model allowed us to form close relationships with our fellow students. This network of friends was vital to my success and continues to exist today. The Manhattanville doctoral program pushed me to think outside the box, analyze complex problems, develop leadership skills, and to approach all problems with a critical lens; all of these skills easily translated into my current role as a district administrator.” Dr. Ramon Sanchez, STEM Instructional Leader for the Department of Education, New York City, a graduate of the Executive Ed.D. program, reflected upon his doctoral journey. According to Dr. Sanchez, “The Doctoral Program at Manhattanville College was instrumental in re-engaging me in scholarly work and, as a result, it has changed my worldview about education.”

scholarly and professional success stories from our doctoral alumni!

Gregory Brown, Ed.D. ’16 has been nominated for the SAANYS Leader in Digital Education Award for 2018. This nomination recognizes his creative leadership in the areas of blended learning and curriculum development, which harnesses the potential of technology to further teaching and student achievement.

Cheryl Champ, Ed.D. ’14 was appointed as Superintendent of Schools for the Pelham Public Schools in August 2017. Prior to that, she was Assistant Superintendent for Curriculum and Instruction for the Sewanhaka Central High School District in Floral Park, NY and principal of Lakeland High School in Yorktown, NY. Dr. Champ writes of her experience in the doctoral program, “The courses at Manhattanville, in addition to being incredibly intellectually stimulating and relevant, provided opportunities for more relationships with former, current, and future superintendents. The wisdom and experience shared by so many informal mentors made the position of superintendent much more real and helped me to see that it was within reach and likely a good match to my skills. What I admired most about all these leaders is their principled, ethical core.”

Mary Foster, Ed.D. ’17 was appointed as Interim Superintendent of the Peekskill City School District. Previously she had held multiple administrative posts in the Peekskill City School District, including as assistant superintendent for elementary education and as principal of Oakside...
It did not take long for the scholars in Manhattanville’s Cohort 1 of the Higher Education Leadership Concentration to deliver course content and teaching for the School of Education. Led by program coordinator Dr. Susan Iverson, members of the cohort designed and delivered a Masters-level course in student affairs last summer.

For several of the teaching scholars, it was a matter of applying both academic and practical principles to the subject matter, as they are long-time student affairs professionals. “It was a great experience. The students were eager to learn and absorbed an enormous amount of material in a very short period of time,” noted Ms. Sharlise Smith-Rodriguez, Dean of Students at Manhattanville College and a member of Cohort 1.

Natalie Aleman, who manages the Academic Success Center at Berkeley College in White Plains, had similar thoughts. “The curriculum was designed to cover many of the important concepts for student affairs professionals today, such as human development theories, organizational behavior, and working in diverse environments. Our class discussions were awesome; these students were very engaged, as were their instructors!”

The course met over a period of six weeks, with sessions of three hours. Students were required to keep academic journals and prepare thoughts about the reading for each week’s discussion. The course’s major project was an interview of a student affairs professional in the area of the student’s interest. Students were then asked to present their findings to the entire class.

“It was a great experience. The students were eager to learn and absorbed an enormous amount of materials in a very short period of time.”

Masters students commenting on the course in evaluations provided positive feedback, as well. One wrote, “I learned so much from both readings and class discussions. The doctoral students were a fantastic addition for help and experience.” Another complimented Dr. Iverson’s curriculum choices, noting, “The readings, discussions, and interview assignment provided a lot of practical knowledge that I haven’t seen in a class before…[and] helped me understand and reflect upon the field of higher education and student affairs.”

Expect to see more out of these future student affairs professional leaders and their mentors in Cohort 1!

Elementary School. According to The Peekskill Patch, a letter from the Peekskill Board of Education stated that “Dr. Foster’s well known long standing service to our children and community, along with her leadership that helped shape our plan for District reorganization, makes her the right person for this position as we focus on the critically important task of recruiting a new Superintendent of Schools.”

Jennifer Harriton-Wilson, Ed.D. ‘17 has received the Outstanding Research Award in Adaptive Schools in the category of Doctoral Dissertations. Its purpose is to promote the scholarly study of the theory and practice of Adaptive Schools and to broaden and deepen its supportive research base.

Ron Hattar, Ed.D. ’13 was appointed Superintendent of the Yorktown Central School District. He had previously been the assistant superintendent for curriculum and instruction for the Eastchester Union Free School District since 2011, and he also serves as president of the Putnam/Northern Westchester BOCES Curriculum Council. In a press release to the community, Yorktown Board of Education President Jackie Carbone stated “The Board believes that Dr. Hattar’s educational vision and passion will be a great complement to the already outstanding work being done in the district by our wonderful and talented administrators, faculty and school community.”

Three Manhattanville doctoral alumni were selected as members of New York State’s State Systemic Improvement Plan (SSIP) Design Team and Workgroups. Dr. Letitia Payne (Ed.D. ‘17) is a member of the Usable Innovations Workgroup, Dr. Mary Foster (Ed.D. ‘17) is a member of the SSIP Implementation Design Team, and Dr. Andrew J. Ecker (Ed.D. ‘16) is a member of the Professional Development and Coaching Workgroup. The SSIP is a two-year pilot across 15 schools focusing on implementing Multi-Tiered Systems of Support (MTSS) to improve literacy of students with learning disabilities in grades 3 to 5.
the center for career development is here for you!

Kristen Hanley, M.S.Ed.
Career Counselor, School of Education Liaison Center for Career Development

The Center for Career Development (CCD) at Manhattanville College supports and empowers School of Education students and alumni to make important decisions that integrate academic studies and life experiences with career planning. We strive to promote faculty and employer partnerships with current students and alumni to meet the needs of future and current educators by generating career opportunities. Our services are available, with lifetime access to all of our resources, to all current students in the School of Education, as well as School of Education alumni.

1. Make an individual appointment to meet with a career counselor who can guide you through your job search, help you prepare for interviews 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. Kristen Hanley, M.S.Ed., is the dedicated career counselor for School of Education students and alumni. Students and alumni can schedule appointments with Kristen by contacting the CCD at 914.323.5484 or by logging into their Mville Career Network account.

2. Attend career events: the Center for Career Development offers a wide variety of events throughout the year. Our events in the past have included representatives from Peace Corps, OLAS, Bedford Central School District, Public Schools of the Tarrytowns, and NYC Department of Education. All students and alumni may register for events by contacting the CCD at 914.323.5484 or by logging into their Mville Career Network account. All of our upcoming events can also be viewed on our website.

3. Attend a workshop: New this year to the CCD are weekly workshops. These workshops are usually held on Wednesdays from 2 p.m. – 3 p.m. in Brownson, Room 106. We will also be holding workshops on the topic of interview skills. All students and alumni may register for these workshops by contacting the CCD at 914.323.5484 or just simply show up the day of the workshop. All of our upcoming workshops can also be viewed on our website.

4. Remember to visit our website as well as Mville Career Network, to view 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 on your Mville Career Network account. Lastly, search for jobs posted exclusively to Manhattanville students and alumni on Mville Career Network.

Stop by the CCD for a simple hello or to inquire more about our services, events, and workshops.

Please use this link to access: mville.edu/careers.
Manhattanville College is proud to offer a New York State Education Department approved program in Applied Behavior Analysis (ABA) in the Department of Special Education. Upon completion, graduate students who take this coursework are eligible to sit for the New York State Behavior Analyst Licensing and Autism exams, as well as the Behavior Analyst Certification Board® (BACB) exam. At the time of this writing only six other institutions in New York State have been approved by NYSED as a NYS Behavior Analyst License-qualifying programs.

Manhattanville College offers three tracks for potential students: 1) Master of Professional Studies (MPS) in Applied Behavior Analysis (37 credits), 2) Advanced Certificate in Applied Behavior Analysis (30 credits) for students who have already obtained a Master degree in Education or Psychology, and 3) BACB track for non-matriculated students who wish to only complete requirements for the certification (18 credits). During both the MPS and Advanced Certificate tracks, students receive experience hours at a practicum site which is a required prerequisite to obtain the NYS Behavior Analyst License.

Why is Applied Behavior Analysis so critical in education?

Applied Behavior Analysis is the only U.S. Surgeon General and NYS Department of Health-endorsed treatment for Autism Spectrum Disorder (ASD) and is now offered as a medical treatment for ASD through insurance. ASD is the fastest growing developmental disability in the United States, currently affecting one in 68 children (www.cdc.gov). Therefore the need for experts in behavior analysis is growing at an exponential rate. Components of Applied Behavior Analysis can also be found in other aspects of special education, such as Positive Behavior Supports (Dunlap, Carr, Horner, Zarcone, & Schwartz, 2016), which emphasizes proactive approaches to behavior and classroom management. Among other repertoires, ABA emphasizes understanding methods to motivate learners, address skill deficits, improve socially significant behaviors, and increase communication skills (Rossenwasser & Axelrod, 2001). Research indicates that intensive behavioral intervention can lead to a reduction in the need for services, large gains developmentally and a removal or change in diagnosis (Foxx, 2008; Sundberg & Michael, 2001).
The Changing Suburbs Institute® (CSI) is the School of Education’s signature community outreach initiative and was established in 2005 in response to needs created by shifting demographics in the surrounding suburban school districts. The goal of CSI is to improve educational outcomes and narrow the achievement gap for diverse students, with a specific focus on Hispanic students.

**Professional Development: The CSI Educational Forum**

The 13th annual Educational Forum was held on March 23, 2018 at Manhattanville and was cosponsored by Putnam/Northern Westchester BOCES. Teachers, administrators, students, and community organizations from the tri-state region attended the conference. Keynote speaker Dr. Fred Genesee, Professor Emeritus at McGill University and a renowned researcher and author in the areas of bilingualism and second language acquisition, spoke on “Teaching and Learning Languages in School: Lessons from 50 Years of Research.” Featured speakers were Dr. Robin Danzak, Associate Professor, Department of Speech-Language Pathology, Sacred Heart University, who spoke on “Writing for Real: Integrating Authentic Writing with Digital Tools for Bilingual Students” and Dr. Ruth Guirguis, Assistant Professor, Teacher Education Department, Borough of Manhattan Community College/CUNY who spoke on “Research and Teaching Strategies for ENL Teachers by ENL Teachers.”

With a variety of different workshops offered by Manhattanville faculty and by teachers and administrators from partnership districts and organizations, the audience was pleased with the balance of theoretical information and practical ideas presented regarding the challenges they face in their classrooms. Workshops topics included Culturally Responsive Teaching of Writing, Breaking Down Barriers and Building Community, Empowering Parents as Language Partners, Language Difference or Disability Considerations, Mindfulness, and Tech Tools for Supporting English Language Learners.

**Parent Education: CSI Parent Leadership Conferences**

The 11th Annual CSI Hispanic Parent Leadership Conference was held on Friday, November 3, with keynote speaker Carola Otero Bracco, Executive Director of Neighbors Link. Over 200 parents participated in a variety of workshops and presentations in Spanish on topics including supporting oral language development at home, the role of family strength in the health and success of Latino youth, safety and protection of children using the internet, and how to reach the dream of a college education. Luncheon speaker was Gustavo Barbosa, Social Studies Chairperson from New Rochelle High School, speaking on maintaining personal cultural history and pride.

On March 9, 2017, CSI held a Hispanic Parent Leadership Conference on Special Education to provide information and support to Spanish-speaking parents of special education students. A keynote presentation by Angelica M. Infante-Green, Deputy Commissioner, P-12 Instructional Support, New York State Education Department, who spoke both from the position of an educator and a parent, drew the enthusiastic and appreciative attention of the audience. Parents also attended workshops on understanding the special education system, classifications, and the IEP, and on how to best advocate for one’s child. Workshops also focused on positive parent-child relationship building and inner health for parents. The next CSI Hispanic Parent Leadership Conference on Special Education will be held on Friday, June 1, 2018.

CSI Hispanic Parent Leadership Conferences are generously co-sponsored by the Hudson Valley Regional Bilingual Education Resource Network.
Professional development schools (PDS) are university-school partnerships designed to improve educator preparation, enrich professional development of practicing teachers, promote research and inquiry, and enhance student achievement. Through a lens of collaboration grounded in inquiry, they bring PreK–16 educators together to explore “ways of knowing” and “ways of doing” that enhance educational outcomes for students. Against this backdrop, PDSs seek to transform the profession and generate possible solutions to complex educational problems.

More than decade ago, the School of Education (SoE) embraced PDSs as a model to reimagine its teacher education program. With this goal in mind, PDS partnerships were formed with local school districts in Westchester and Putnam counties. Currently the SoE supports 14 PDSs in eight districts and in varying stages of implementation, from just starting out to long-established and award winning. We are excited to share the accomplishments of our faculty, practicing teachers, administrators, teacher candidates, and PreK-12 students. Highlights of the activities in our PDSs over the past year include:

- **Monthly Family Engagement Breakfasts** (Claremont Elementary School, Ossining)

- **Lunch and Learns** on strategies to improve student achievement (Edison Elementary School and Park Avenue School, Port Chester)

- **Parent University Initiative** to teach healthy nutritional habits to parents of children from birth to age seven (Mount Kisco Elementary School, Bedford)

- **Panel Discussion** on “Sharing Practices for Collaboration and Innovation” (Park Avenue School, Port Chester)

- **A PDS Celebration** focusing on collaborative initiatives between R.J. Bailey Elementary School and Manhattanville College (R.J. Bailey Elementary School, Greenburgh)

- **A two-part Professional Development Workshop** on Mindfulness 101 and Introducing Mindfulness to Students (Bedford Village Elementary School, Bedford)

- **Annual Community Read** for third and fourth graders, with books in English or Spanish provided to students for free (Claremont Elementary School, Ossining)

- **Professional Book Club** for teachers and administrators, currently reading a book on students and trauma (George Washington Elementary School, White Plains)

- **A “Saturday Academy”** to help seventh grade students improve their literacy and math skills (Alexander Hamilton High School, Elmsford)

- **Supporting teachers** in action research activities (Jefferson Elementary School, New Rochelle)

- **One-on-one coaching** of teachers by Manhattanville faculty liaison, with assistance given with issues such as rapport building with students, design of rubrics, classroom and behavioral management, and pacing (Fox Lane Middle School, Bedford)

- **Workshop series for parents** on topics including how to promote learning at home, social/emotional development, and resources available in the community (Woodside Elementary School, Peekskill)

- **Presentation on “Working with Parents: What Do Beginning Teachers Need to Know”** (Edison Elementary School, Port Chester)

A team of Manhattanville professors and alumni are recipients of the 2018 Claudia A. Balach Teacher Researcher Award through the Professional Development School Research Special Interest Group of the American Educational Research Association, a premier education research association. Professors JoAnne Ferrara and Dee Gómez, together with Thomas Edison Elementary School teachers Barbara Terracciano (M.P.S. ’08, Educational Leadership), Amy Simmons (M.A.T. ’06, Childhood Education) and Kelly Brucale (B.A. ‘14, Sociology and Childhood Education) received this award that “honors the true spirit of school-university collaboration by supporting research conducted by school district and university personnel.”

Thomas Edison Elementary School in Port Chester was the first Professional Development School established through Manhattanville College School of Education. JoAnne Ferrara has been the PDS liaison to Edison since the partnership was formed.
AROUND THE CASTLE

DEAN’S SYMPOSIUM
Twice annually, the School of Ed holds a Dean’s Symposium featuring knowledgeable school administrators, teachers, and professionals speaking on topics pertinent for students and recent alumni. In the past year, students heard from the outstanding speakers who shared their experiences and offered strategies for new teachers to be successful.

CHAMPAGNE TOAST RECEPTION
On March 6, 2018, the School of Education Alumni Board and the Office of Institutional Advancement hosted a Champagne Toast Reception for new graduates and student teachers who will be graduating in May 2018. Over 50 alumni, students and faculty members gathered in Heritage Hall to mingle, share experiences, and be reminded of the caliber of educators that call themselves Manhattanville Valiants!

Dr. Kevin Roberts, Director of Field Placement and Certification, and Dean Shelley Wepner (standing) welcome Dean’s Symposium panelists, seated from left, Jeremy Barker, Jennifer Coggio, Dr. Monique Reilly, Derek Schuelein, Amy Watkins.
MANHATTANVILLE COLLEGE
GRADUATE EDUCATIONAL RESEARCH FORUM

The annual Manhattanville College Graduate Educational Research Forum (formerly Student Research Day) was held on May 3, 2017. Master’s degree students from childhood, early childhood, literacy, and special education presented posters, conducted roundtables, and made multimedia presentations about their research from their action research courses. Doctoral degree candidates from educational leadership also made multimedia presentations related to the research from their doctoral dissertation work.

DIVERSITY COMMITTEE

The School of Education’s Diversity Committee held a Valiant Scholars Meet & Greet on October 10, 2017. Approximately 15 students, faculty, and staff members enjoyed dinner and conversation. The event was followed by a workshop on Test-Taking Tips presented by Dr. Nikki Josephs and Robert Cooper.

LEADERSHIP SYMPOSIA

A Higher Education Leadership Symposium on “Hot Legal Issues in Higher Education” took place on February 9, 2018. Featured speakers were attorneys Joanna Silver and Monica Barrett from Bond, Schoeneck & King, as well as Brian Rose, vice president of student affairs at Binghamton University. Topics included immigration law, free speech on campus, and student conduct. A subsequent “table-top” exercise enabled attendees to apply knowledge to a real-world scenario.

On November 14, 2017, the School of Education and Putnam/Northern Westchester BOCES were delighted to welcome Jon Mertz, author and marketing and business development leader, as speaker for the fall Leadership Symposium. Mr. Mertz spoke on “Discontentment: The Leadership Challenge” to an audience of school district leaders and the Manhattanville community.

LITERACY ADVISORY BOARD


DISTINGUISHED LECTURER SERIES

The School of Education welcomed two prestigious speakers this past year to the Distinguished Lecturer Series, which is co-sponsored by the Teacher Center of Central Westchester and Putnam/Northern Westchester BOCES. In October, an engaged audience was on hand to hear Carl L. Bankston III, Ph.D., Professor, Tulane University, Department of Sociology, speak on “Affirmative Action and Socioeconomic Mobility: The Limitations of Educational Policy.” And in March, Karen Magee, then-President of New York State United Teachers, gave an informative and entertaining talk entitled “It’s Not Your Grandmother’s Union: The Role of the Union in Today’s Profession.”

Distinguished Lecturer Dr. Carl L. Bankston III, center, with Dr. Diane Gómez, Dr. Courtney Kelly, Dean Shelley Wepner, and Dr. Steve Caldas.
The Special Education Department and its dedicated faculty have accomplished much over the past year. Faculty members have presented on the topic of social emotional learning and mindfulness and continue research on the efficacy of those topics at two local schools. One of our departmental members is also researching the effectiveness of reading fluency interventions in elementary schools. In addition, some of our faculty presented online workshops in conjunction with the Learning Disabilities Worldwide Conference in Orlando, Florida this past September and a paper on Social Emotional Learning at the Annual NYSCEC Conference in November.

The Department is planning extensive revisions of its courses and programs to conform to current best practices. We will begin to remodel our courses to reflect the “high incidence” vs. “low incidence” differentiation. In conjunction with the Department of Childhood Education, we continue to offer a successful scholarship program (META), provided both on- and off-site. Also, the Department is considering creating a scholarship fund to enable a qualified and deserving Special Education Graduate Student to attend a NYSCEC or other valuable special education conference.

During the fall 2017 semester, the Department, under the guidance of Ellis Barowsky, vetted appropriate candidates and chose a tenth annual Mary K. Humphreys Endowed Scholarship Award recipient. The MKH Endowed Scholarship recipient is chosen from advanced level students who have both excelled academically as well as provided exceptional service to individuals with special needs. In addition, as a continued service, the Department provided oversight, held meetings, and encouraged and facilitated new membership for the Manhattanville Student Chapter of the Council for Exceptional Children (Micheline Malow, Faculty Chapter Liaison). Accordingly, the Student CEC Chapter hosted two workshops involving a panel of parents of students with disabilities who shared their experiences and insights with special educators.

The special education faculty recruit and facilitate presentations by students enrolled in the special education research seminars to contribute to the School of Education’s Manhattanville Graduate Educational Research Forum, formerly known as the School of Education Student Research Day. Additionally, the Department continued its relationship with Hofstra University and its “Adventure Education” program (Vance Austin, Coordinator) to provide additional opportunities for student research and experiential learning in this area. Adventure training and its components of “team-building” skills and self-esteem and confidence-building “challenges” are widely seen as viable approaches in helping students with learning and behavior problems achieve both academic and social/emotional success.

Lastly, the Department has created an Adjunct Advisory Board that was instituted and met for the first time in the fall of 2017. The appointed members of the Adjunct Advisory Board convened this past October and offered suggestions for the improvement and reimagining of special education courses and programs. The meeting was deemed a true success by all who attended. The Department plans to institute an alumni chapter, as well, and will invite former students to attend an inaugural meeting to be scheduled in the fall of 2018.

“...The Department is planning extensive revisions of its courses and programs to conform to current best practices...”
Recent alumni provide valuable advice to SOE student and supervised teachers

Kevin Roberts, Ed.D.
Director, Office of Field Placement and Certification

A key feature of the student/supervised teacher orientation offered each semester has been the inclusion of recent graduates on the panel of featured speakers. The orientation kicks off each semester on the first day of student/supervised teaching placements. Offered by the Office of Field Placement and Certification, it is an opportunity to share important information with that cohort of teacher candidates. It is also an opportunity for them to dialogue with a group of practicing educators about the expectations and realities of the student/supervised teaching semester.

During the past several semesters, the panel of featured speakers has prominently included recent graduates from the School of Education. This has proven to be both popular and valuable. It has given each cohort of teacher candidates taking the very first step of that journey an opportunity to hear from those who recently completed it. The recent graduates have generously shared their student/supervised teaching experiences and have given the new cohorts an encouraging and realistic picture of what to expect. They have sagely answered the many questions posed by the group at the end of each session.

Those recent graduates have also been able to share their teaching exploits since leaving college. They have discussed how their School of Education programs prepared them for those experiences. This has given each cohort encouragement that they too will be able to secure teaching jobs after graduation if they persevere.

Continued on page 30
It gives me great pleasure to share a communication that I had with our own former Sports Law professor, Mr. Rod Mergardt, who has added another adventure and level of expertise to his already accomplished life. Over the years, Professor Mergardt has been known to share a quote credited to Theodore Roosevelt: “When asked if you can do something, you should immediately say ‘Yes!’… Then go figure out how to do it.” Believing in Teddy Roosevelt’s words, Prof. Mergardt said “Yes!!” to a new opportunity that recently came his way.

Last September, a former student reached out to him to ask if he could assist a friend of hers, a casting director for an upcoming television series about high school students involved in their school play, football, and other high school activities. The production company was in immediate need of a technical adviser for all the scenes that included football practice, games, and football in the background. Although this was a brand new experience for Prof. Mergardt, he courageously took on the challenge and said “Yes!”

As many of his former students know, Prof. Mergardt has been known to echo the thought, “that in order to be successful, we must embrace two things… The first is building our network and the second is to create opportunities to practice and improve our trade, our skills, our interests, and our weaknesses.” As the technical advisor for the new NBC television show *RISE*, Prof. Mergardt relied on his many years of coaching football to mold a group of two dozen young, aspiring male actors ages 19–26, many of whom had never played organized football, into a credible football team. He also found it necessary to reach out into his network to bring in “his own people” for some of the more demanding scenes. Prof. Mergardt admitted that it has been a fantasy for him to experience all the actions when they were filming from September to November.

Prof. Mergardt’s experience should remind us all to stay in contact with the colleagues you meet at Manhattanville and to take on new challenges, or we could miss one of the most wonderful experiences of our lives. Congratulations Prof. Mergardt!
On September 9, 2017, Manhattanville’s third annual Edcamp conference proved to be an exciting and memorable day of professional development for nearly 120 registered attendees. At this free event, participants had a choice of 17 informative workshops spread out over three session times, for which New York State CTLE credit was offered. Workshops, which are decided on the day of the conference based on the expertise of attendees, included a range of topics: Building Relationships with Students, Tackling Tough Topics, Podcasting, Digital Storytelling, Digital Tools for STEM, and Digital Tools for Diverse Readers.

Manhattanville SoE students were joined by educators and administrators from surrounding districts, all eager to listen, share, and grow together as teachers and learners. The day closed out with a “smack down” where attendees were invited at random to briefly share an educational take-away from the day. There was also a raffle drawing for prizes provided by some of the nineteen generous Edcamp/Mville sponsors.

The Manhattanville Edcamp organizers encourage alumni to attend their next Edcamp, scheduled for Saturday, December 1, 2018. In its fourth year, it is sure to be even bigger and better than before!

To learn more about the Edcamp conference format and organization, visit www.edcamp.org.
get to know the school of ed alumni board!

NATASHA FREEMAN-MACK, B.A. ’01, M.A.T. ’02

When/with what degree did you graduate from Manhattanville?
I graduated with my B.A. in English in 2001 and Master of Arts in Teaching in 2002. Years later, as I researched doctoral programs, I honestly waited for Manhattanville to implement one and when I learned they did, I returned. I am currently in Cohort 6 of the Manhattanville doctoral program in educational leadership.

What is your job now?
I am a secondary instructional coach. I work with teachers to examine their instructional practices to create impact for student growth.

How long have you been on the alumni board?
I started with the inception of the board in 2010. Prior to that, the School of Ed had recruited several alumni to mentor new teachers who had graduated from Manhattanville.

What is your favorite book?
Rachel Carson’s *The Sense of Wonder*. So many adults tend to lose that wonder about the world around them and we, as teachers, do tend to teach it out of them. My goal, as a science teacher, is to keep this alive in my students, and myself, as we explore the topics of science.

Best thing about Manhattanville?
The caliber of teaching. I found myself challenged as a learner and prepared to take on the rigors of the classroom. The School of Ed was flexible with my student teaching assignments which, as a change-of-career teacher, made me more confident to enter my own classroom.

SORAYA MARTINO, B.A. ’03, M.A.T. ’05

When/with what degree did you graduate from Manhattanville?
In 2003 I received my Bachelor’s, in 2005 I graduated with a Master of Arts in Teaching, and in 2013 I received a Professional Diploma in Educational Leadership.

What is your job now?
I am a Spanish/World Language teacher for grades 6–8 in Stamford, CT.

How long have you been on the alumni board?
I served on the alumni board a couple years ago and I returned last year, so this is technically my second year.

What is your favorite book?
My Beloved World by Sonia Sotomayor.

Best thing about Manhattanville?
The BEST thing about Manhattanville College is the relationship that you create with your professors. The location was key for me when I returned for my sixth year! Professors are well prepared and willing to guide you through the process. I had the BEST memories at the library with Paula and Lynda! They were so helpful. Also, Dr. Krute and Dr. Lujan were my biggest supporters!
DIANE MCMANUS, M.P.S. ’09
When/with what degree did you graduate from Manhattanville?
I graduated in 2009 with an Master of Professional Studies in school leadership and with certifications in SBL and special education.

What is your job now?
I am the Head of School at Villa Maria School in Stamford, a school for students with learning challenges.

How long have you been on the alumni board?
I’ve been on the alumni board for about five years and thoroughly enjoy the collaboration with members of public and private institutions.

What is your favorite book?
Astrophysics for People in a Hurry by Neil deGrasse Tyson.

Best thing about Manhattanville?
Its students, faculty, and staff who are always ready to help both in the classroom and within the greater community.

MONIQUE REILLY, M.P.S. ’00, ED.D. ’13
When/with what degree did you graduate from Manhattanville?

What is your job now?
I am a fourth grade teacher at Church Street School, White Plains, and adjunct professor at Manhattanville.

How long have you been on the alumni board?
This is my third year serving on the School of Education alumni board. It is also my second year serving as a member of the Alumni Board of Directors.

What is your favorite book?
I would say that my favorite book of the moment is Staring at the Sun by Irvin Yalom. It’s a difficult book to read because it deals with our mortality, but it was life changing for me.

Best thing about Manhattanville?
The best thing about Manhattanville is its potential for greatness. Manhattanville is a small, liberal arts college with a truly impressive history of social justice and academic excellence that underpins a new emerging vision of higher education on a global scale. Its faculty and leadership are poised to launch innovative and authentic learning experiences that will put its students at the forefront of change, while at the same time keeping its historic, deeply rooted social values as a compass to guide them toward ethical work and a commitment to lifelong learning.
alumni news

2015
Ellen Etz (M.A.T. Physical Education and Sport Pedagogy) was a New York City Zone winner in the 2017 “Get Moving NY” video contest run by the New York State Association for Health, Physical Education, Recreation and Dance. For the contest, health and physical education teachers were invited to create a video showing how their students answer the question “What Do You Do To Get Moving?”

Stuart Horlacher (Professional Diploma in Educational Leadership, School Building Leader/School District Leader) was promoted to principal of Ardsley Middle School in Ardsley, NY in July 2017. Having worked for the Ardsley Union Free School District since 2001, Stuart served as assistant principal at Ardsley Middle School, as a physics teacher at Ardsley High School, and as an administrative intern, working closely with the leadership team on initiatives, including teacher observations, school building management, scheduling, staff development, and strategic planning.

The Greenburgh Daily Voice quotes Dr. Lauren Allan, superintendent of schools, as saying “I am very excited that Stu will advance his role to principal of Ardsley Middle School. As assistant principal, Stu has proven his ability as an educational leader and has built strong relationships with students, parents and staff.”

2012
Emily Mills Johnson (M.A.T. Childhood and Early Childhood Education) is a health education professional in Thomaston, CT. She runs wellness programs for children of all ages to teach the importance of physical activity and nutrition, has coached numerous sports, and recently has begun teaching fitness to the elderly. In addition to her M.A.T. from Manhattanville, Emily holds dual certification in both New York and Connecticut in K-12 Physical Education, Adapted Physical Education, and Health Education.

2011
Juleng Taing (M.P.S. TESOL) writes to our Graduate Advising Office that “I have taught in Guatemala for one year, Istanbul for two years, and this is currently my second year teaching in Taipei, Taiwan.” She adds, “It’s been great teaching abroad and I am extremely grateful that you advised me to go into TESOL. I initially started in the program at Manhattanville to become a special needs teacher. However, I quickly discovered that it wasn’t a good fit for me. Thank you for the advice and guidance! It’s been quite an experience teaching abroad. Guatemala and Turkey were dangerous countries to teach in but both offered interesting experiences. Luckily, I left Istanbul before things got too hectic with the Syrian conflict. Taiwan is at the other end of the spectrum; it’s a very safe, organized and clean country and I am grateful to be here.”

2006
Vicki Frusciante (M.A.T. Childhood Education) writes to our Graduate Advising Office about working overseas after working as an ESL teacher and coordinator in the Bronx, “I decided to take the leap abroad and taught at the NATO base in Italy for one year. This was an amazing experience and it of course gave me the ‘bug’ to continue working with the international community.” After two years back in the U.S., Vicki reports that she “left once again for Europe…moved to Paris where I stayed for four years, also teaching at another international school. I went from starting as a Head Teacher in Grade 2 to then becoming the school’s Literacy Coordinator, focusing on bringing TC’s Reading and Writing Workshop Models to grades 1 through 5. I also got involved on the Report Card Committee, various committees for re-accreditation, as well as curriculum mapping for Literacy, which was completed over the summer. I’m happy to say that the school will shortly publish this work.” Vicki reports that since then she has moved to the Boston area.

2007
Farid Johnson (B.A. ’04 Management, M.P.S. ’07 Childhood and Special Education) was appointed the principal of Stony Point Elementary School in Stony Point, NY beginning from the 2017–2018 school year. Previously, he was assistant principal at elementary schools in Hastings-on-Hudson and the Bronx, NY and began his educational career as an elementary/special education teacher.

The Journal News reported in their article on Farid that school superintendent Ileana Eckert said, “We are thrilled to have Mr. Johnson join the district. Farid brings a broad range of leadership experience to Stony Point Elementary, including much work in the areas of instructional programming, community engagement and teacher growth.”

LET US KNOW WHAT YOU’RE UP TO!
Share your Manhattanville pride and any professional or personal news for inclusion in the next School of Education alumni magazine.

Please send items of interest to Heidi.Sakanaka@mville.edu
The School of Education Alumni Board was formed in the fall of 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**

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debra Davis-Galliard</td>
<td>M.A.T. '04</td>
<td></td>
</tr>
<tr>
<td>Roseanne Baxter Frank</td>
<td>B.A. '86</td>
<td></td>
</tr>
<tr>
<td>Natasha Freeman-Mack</td>
<td>B.A.'01, M.A.T. '02</td>
<td></td>
</tr>
<tr>
<td>Cristine Gilliland</td>
<td>M.A.T. '98</td>
<td></td>
</tr>
<tr>
<td>Renee Leekin</td>
<td>B.A.’01, M.P.S. ‘08</td>
<td></td>
</tr>
<tr>
<td>Matthew Macaluso</td>
<td>M.Ed. ’98</td>
<td></td>
</tr>
<tr>
<td>Jane M. Marrone</td>
<td>B.A. ’73, M.A.T. ’93</td>
<td></td>
</tr>
<tr>
<td>Soraya Martino</td>
<td>B.A. ’03, M.A.T. ’05</td>
<td></td>
</tr>
<tr>
<td>Diane McManus</td>
<td>M.P.S. ’09</td>
<td></td>
</tr>
<tr>
<td>Emil Moussa</td>
<td>B.A. ’08, M.A.T. ’09</td>
<td></td>
</tr>
<tr>
<td>Marlene Moussa</td>
<td>M.A.T. ’93</td>
<td></td>
</tr>
<tr>
<td>Barry Ostrer</td>
<td>M.A.T. ’10</td>
<td></td>
</tr>
<tr>
<td>Joseph Petrulo</td>
<td>M.P.S. ’10</td>
<td></td>
</tr>
<tr>
<td>Monique Reilly</td>
<td>M.P.S. ’00, Ed.D. ’13</td>
<td></td>
</tr>
<tr>
<td>Joseph Schippa</td>
<td>B.Mus ’78, M.A.T. ’81</td>
<td></td>
</tr>
<tr>
<td>Jaime Degina Stabile</td>
<td>M.P.S. ’15</td>
<td></td>
</tr>
<tr>
<td>Anne Vitale</td>
<td>B.A. ’08, M.A.T. ’09</td>
<td></td>
</tr>
<tr>
<td>Darnell Weir</td>
<td>M.A.T. ’09</td>
<td></td>
</tr>
<tr>
<td>Art Wenzel</td>
<td>B.A. ’76, M.A.T. ’04</td>
<td></td>
</tr>
</tbody>
</table>

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 heidi.sakanaka@mville.edu to learn more.
APRIL, 2018

Friday, April 20, 2018, 1:00 p.m. — 2:30 p.m.
West Room, Reid Castle
Lecture by Patricia Polacco, Children’s Author

“From Patricia Polacco with Love: A Presentation to the Teachers of Today and Tomorrow”

Co-sponsored by the Manhattanville College Provost’s Office, School of Education, and Literacy Department

Contact Linda Putorti at 914.323.3153 or Linda.Putorti@mville.edu for more information or to RSVP.

Friday, April 27, 2018, 9:30 a.m. — 12:00 p.m.
West Room, Reid Castle
Leadership Symposium Sponsored by Manhattanville College and Putnam/Northern Westchester BOCES

“Implications of the New Federal Educational Agenda and Its Impact on Public Education” with Carol Burris, Executive Director of the Network for Public Education

Contact Renee Gargano for more information at rgargano@pnwboces.org.

MAY, 2018

Wednesday, May 2, 2018, 4:00 p.m. — 7:00 p.m.
Reid Castle
Manhattanville College Graduate Educational Research Forum

Graduate and doctoral student research projects representing Childhood, Early Childhood, Educational Leadership, Literacy, and Special Education Programs

Contact Dr. Courtney Kelly for more information at courtney.kelly@mville.edu.

Thursday, May 3, 2018, 5:30 p.m. — 7:00 p.m.
Reid Castle
“After Hours” Networking Event: Current Student Affairs

This NASPA2 (Student Affairs Professionals in Higher Education) professional networking event is part of a series designed to create a supportive learning community and forum for discussing current topics for Student Affairs practitioners in the region. To be followed by a Higher Education Leadership doctoral concentration information session.

Contact Dr. Susan Iverson for more information at susan.iverson@mville.edu.

JUNE, 2018

Friday, June 1, 2018, 9:30 a.m. — 2:00 p.m.
Reid Castle
CSI 9th Annual Hispanic Parent Leadership Conference on Special Education.

Experts in the field of special education, particularly those who are experienced with ELLs, will provide workshops and information to Spanish-speaking parents.

Contact Heidi Sakanaka for more information at Heidi.Sakanaka@mville.edu or 914.323.5482

Friday–Sunday, June 8–10, 2018
Manhattanville College Reunion Weekend

Thursday, June 14, 2018, 4:30 p.m. — 6:00 p.m.
East Library
SOE Alumni Board Meeting
farewell to a brilliant educator, an extraordinary philanthropist, and a fiercely loyal friend

Sad, Sandra Priest Rose, the founder of the Rose Institute for Learning and Literacy in the Manhattanville College’s School of Education, passed away Thursday, August 31, 2017.

Sandy Rose was an incredibly brilliant and generous friend to both Manhattanville College and the School of Education. As an adult alumna in what is now the School of Arts and Sciences of Manhattanville, Sandy Rose served on the College’s Board of Trustees, helped to build the campus, and even donated, with her husband Fred, the College mace that is carried at commencement.

In 2014, Sandy Rose launched the Rose Institute for Learning and Literacy, a teacher-training institute committed to advancing the foundational literacy skills of early readers by improving the instructional expertise of teachers in using a multisensory approach to teaching reading skills explicitly and systematically. The Rose Institute provides year-long, job-embedded professional development to enable teachers to become proficient in teaching reading, writing, spelling, and comprehension to all students.

Since the Rose Institute’s launch, it has trained teachers in New Rochelle, New York City, through the Department of Education, and Mount Vernon City School District. The Rose Institute is in its third year in New York City, and is training 16 K–2 teachers across five schools. It also is in its second year in Mount Vernon.

In New York City, the Rose Institute trained 37 K-2 teachers in 10 New York City schools to help 704 K-2 students between 2015 and 2017. Quantitative assessments for these two years revealed statistically significant growth from pre-test to post-test, indicating that all classes showed impressive gains on all measures.

Teachers’ positive comments abound:

• “This is the most (and only) authentic teaching I’ve been supported to do this year.”

• “I fully believe this is the only way to teach reading.”

• “Attending the Rose Institute has refocused my belief in authentic learning and assessment.”

• “[The Rose Institute] really opened my eyes. I am empowering students. I never empowered my students as much as this year.”

• “I personally did not know rules [of the English language] or why. Helps with my efficacy.”

• “Students are empowered as readers and writers now.”

• “Last year’s class was not as accurate in their print. This year’s class is more precise. The program has helped with accuracy, fluency, and comprehension.”

The Rose Institute now has created a partnership with Putnam/Northern Westchester BOCES/ Hudson River Teacher Center. It will enable teachers across Westchester County to experience this year-long training opportunity so that they are proficient in teaching phonics to their students.

Thanks to Sandy Rose’s strong encouragement, the School of Education now offers a one credit Phonics Lab course as a requirement for undergraduate and graduate students seeking Childhood, Early Childhood, and Childhood and Special Education certification.

continued on page 38
Clearly, the Rose Institute for Learning and Literacy embodies all that Sandy Rose believed about helping children learn to read. While teaching in the Bronx in her earlier years, Sandy Rose met and collaborated with a passionate group of fellow educators who were trained in a multisensory phonics approach to teaching language and literacy. As she wrote with her co-author Glen Nelson in *Sunday is for the Sun, Monday is for the Moon,* “all agreed that there was no acceptable reason that huge numbers of children couldn’t read.”

That conviction led to the creation of Reading Reform Foundation (RRF) in New York City that helped over 1,450 teachers develop literacy for more than 35,000 students. Building upon that success, Sandy Rose sought an academic partner to expand RRF’s reach. Luckily for Manhattanville, Sandy Rose chose her undergraduate alma mater to continue her legacy. Since partnering with the School of Education, she has pushed faculty and administrative staff to new heights in thinking about reading instruction. She also gave new meaning to what it means to be a lifelong learner and a fearless leader. She had an indescribable zest for life and an indefatigable passion for promoting teacher development on behalf of children.

As she said, “Our job, as teachers, in first grade and always, is to teach the child to begin those careful acts of discernment in reading that train the child, grown adult, to make distinctions between shoddy and worthy ideas, flimsy and sturdy values, enduring and fleeting emotions.”

Although Sandy Rose is no longer physically present to guide and challenge her friends and colleagues at the School of Education, the Rose Institute for Learning and Literacy will continue to embody all that she stood for as an educator. Every single child positively influenced by her philosophy for instruction will demonstrate that, indeed, “unlocking words and meanings” has the power to open up children’s worlds in remarkable ways.
Andy and his wife, Jane, loved adventurous travels to Antarctica, the Arctic, dog sledding in Sweden, and a safari in Botswana, as well as family trips to Wyoming and Alaska. Andy was an avid runner who ran 11 marathons including Boston and New York. He was also proud to have run every step with his wife Jane in her New York City marathon. He is survived by his mother, Margaret Cahn, his loving wife of 57 years, Jane, his daughters, Debbie Molfetta (Rob), Cathy Aanonsen (Lloyd), and son Peter Cahn (Mimi), eight grandchildren, Tricia, Gina, Kevin and Joey Molfetta, Eric, Sarah and Laura Aanonsen and Kyle Cahn.

Judith Miriam Finamore, M.A.T. ’72, passed away on November 28, 2016 at the age of 85. Judy was born in Brooklyn and educated at Brooklyn College and Manhattanville College. She was married for 58 years to Richard Finamore, who predeceased her in 2011. Judy is survived by her children, Eric Finamore, David Finamore, Ellen Styler, and Daniel Finamore, her nine grandchildren, and her brother Paul Goldstein. She lived in Armonk for 49 years and had a long career as an elementary school teacher, specializing in students with learning disabilities. Judy was an active member of the Ethical Culture Society of Westchester for over 40 years, and volunteered at numerous organizations including Amnesty International and Bedford Women’s Prison, where she taught inmates who were studying for a GED. Judy was a devoted wife, mother, grandmother, and sister, who never stopped taking care of the world and the people around her.

Jerome D. Muhlenberg, M.A.T. ’73, born and raised in Pennsylvania and a long-time resident of Upper Nyack, passed away on May 18, 2017 at the age of 80. Jerry earned an M.B.A. from the University of Southern California and an M.A.T. in education from Manhattanville College. He worked as a teacher of children with special needs for a number of years and especially enjoyed working with children on an individual basis. One of his greatest gifts was the ability to connect with other people and he served as a volunteer for Hospice in Westchester and Rockland Counties. Jerry also had a lifelong interest in the use of alternative sources of energy and worked in the heating and cooling industry in New York City. He is survived by his wife, Marsha Kellar, and his sons, David (Tiffany), Sven (Jessica), Henry (Sandy), Peter (Cindy), Daniel, and nine grandchildren. He leaves behind his older brother, John (Elizabeth), of Chicago, Illinois.

Joan Dumelow Wanderer, M.A.T. ’74, of Larchmont, New York, passed away peacefully at home surrounded by family on December 16, 2016 after a brief illness. Joan had just turned 92 years old on November 9. She celebrated her birthday with her children, their spouses, grandchildren, great grandchildren, and friends. Joan had many interests and was active until the end of her life, visiting with family, enjoying bridge games, and movies, and sharing meals with friends and family. Just this past summer, Joan traveled to her childhood summer home in Michigan to visit with family, especially her sister, Lois Güther. Joan grew up in River Forest, Illinois. She attended the University of Illinois where she met her husband, Kenneth Wanderer of Oak Park Illinois, who was later also a long-time Larchmont resident, active member and lay leader of the Larchmont Avenue Church, several-term Trustee of Larchmont, Mayor of Larchmont, and founder of the Local Summit. Joan was a warm, generous, vibrant, brave, and loving person who made friends easily and took care of everyone. She was formerly active in the Larchmont Women’s Club, the Daughters of the American Revolution (DAR), the Newcomer’s Club, and Larchmont Avenue Church as a Deacon. She was a devoted wife, mother, grandmother, great grandmother, and friend. Joan was truly a “Wanderer.” She loved to travel and did so until the end of her life. Joan will be greatly missed by all who knew her. She is survived by her sister, Lois, four children, Kathryn Chapman, Thomas Wanderer, Diane Williams, and Elaine Wanderer, nine grandchildren and five great-grandchildren (with a sixth having been expected in June 2017.)
school of education
programs of graduate study

M.A.T.
Childhood
Early Childhood*
Early Childhood and Childhood
Music
Physical Education and Sport Pedagogy
Visual Arts

M.P.S.
Applied Behavior Analysis
Biology* or Chemistry* and Special Education
Childhood and Special Education*
Early Childhood and Special Education*
Educational Leadership
English and Special Education*
Literacy and Special Education: Childhood or Secondary
Literacy Specialist: Birth-Grade 6
Literacy Specialist: Grades 5—12
Mathematics and Special Education*
Social Studies and Special Education*
Special Education: Childhood
Special Education: Early Childhood
Special Education: Early Childhood and Childhood
Special Education: Grades 7—12 Generalist
TESOL*
TESOL Adult and International Settings

M.Ed.
Entrepreneurship
Eduational Studies

Ed.D.
Education Leadership
Executive Education Leadership (All But Dissertation)
Higher Education Leadership Concentration

Professional Diploma
School Building and School District Leader
School Building Leader

Certificate of Advanced Study
Bilingual Education: Childhood/Spanish
School District Leader

Advanced Certificate
Applied Behavior Analysis
Education for Sustainability
Health and Wellness Specialist
Science of Reading: Multisensory Instruction (The Rose Institute for Learning and Literacy)

Post-Masters Certificate Programs
Music

Special Tuition Programs and Discounts
Education for Sustainability Program
School District-based Educational Leadership Program Discount (except Ed.D.)
Religious School Educator Discount
Discount for MAT in Physical Education Graduates
Jump Start Discount for Returning Peace Corps Volunteers Through the Coverdell Fellowship Program
Jump Start Discount for Secondary Math, Secondary Science, and TESOL

Discounted Certification and Professional Development Programs
Through Teacher Centers
Edith Winthrop Teacher Center
Hudson River Teacher Center
Orange Ulster BOCES

Special Education Master's Degree Program
Rockland Teachers’ Center Institute

Partnerships with Private Schools
Churchill School, Manhattan, NY
Keio Academy, Purchase, NY
Summit School, Nyack, NY

Internship and Assistantship Programs
Bedford Central School District, NY
Bronxville Union Free School District, NY

Manhattanville Excellence in Teaching Academy Programs
Mt. Pleasant-Blythedale Union Free School District, Putnam Valley Central School District

Online Courses and Hybrid Courses
Foundations of Education
Human Sexuality
Drug and Substance Abuse
Advanced Personal Health
Community Health
Analysis of Human Disease
Mental Health and Emotional Well-Being
Literacy in the Content Areas
Foreign Language for Elementary Schools (hybrid)
Teaching Literacy Skills 5—12 (hybrid)
Language, Literacy and Culture (hybrid)
Global Children’s Literature (hybrid)
Literature for Adolescents (hybrid)
Using Information Technologies in Leadership and Scholarship (hybrid) (for doctoral students)

CSI Partnership School District Tuition Discounts
Bedford
Elmsford
Greenburgh Central
New Rochelle
Ossining
Peekskill
Port Chester
White Plains

*Available in traditional or accelerated (Jump Start) program.

For further information please contact the School of Education Office of Graduate Admissions at 914.323.5142 or at edschool@mville.edu.
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, 2016, and June 30, 2017.

Anonymous (2)*
Cathy Acerbo*
Leah Alexander Akinleye ’06, M.A.T. ’07
Marisa Ruderman Alworn ’05, M.P.S. ’07
Susan Gera Attard M.P.S. ’97
Vance L. Austin*
A. Nancy Avakian ’57
Judy Bahuta*
Amelia Manley Banino ’68, M.A.T. ’88
Joyce Clark and Tim Dokter*
Michele A. Chiappetta
Angela Carlucci*
Elizabeth Bowler M.P.S. ’94
Harvey Botzman*
Joanne Bates Bliss M.A.T. ’88
Michelle and Jeffrey Bernstein*
Cindy and Richard Bertrand*
Joanne Bates Bliss M.A.T. ’88
Lenora Bochert*
Harvey Botzman*
Elizabeth Bowler M.P.S. ’94
Kathleen Stanton Cross ’69, M.A.T. ’66
Michelle and Jeffrey Bernstein*
Ann-Mary Fassi Hartline ’72
Pamela J. Hayes M.A.T. ’70
Emily C. Hersh Ed.D. ’13
Judy O. Higgins M.A.T. ’88
Rosemary Holodak M.A.T. ’99
Verna Hopkins M.P.S. ’99
Eduardo Huezco ’08, M.A.T. ’11
Christine E. Hughes*
William H. Humphreys*
Marie Ihnen ’70
Nina and Thomas Johnsrud*
Kathleen and John Joyce*
Lauren Burack and Eric Kahn*
Julie Gill Kast M.A.T. ’00
Lindsey Kelley M.A.T. ’08
Christine Kelly Kiernan ’65
Bard Kligerman*
P. Nicholas Kourides*
Kathy and John Krajewski*
Donna Amoroso Lasco M.A.T. ’90
Elaine A. Latzky M.A.T. ’80
Elaine and Richard Laux*
Gale and Bob Lawrence*
Marylin and Philip Leslie*
Martin and Philip Leslie*
Valerie Castricone Polera ’88
Margaret and Michael Poppo*
Tori A. Pryor*
Henry Quincannon*
Kate E. Hochman Quinn ’09
Jeanine Pardey-Levine ’81
Dianna and Sal Pepe*
Lawrence J. Perretto ’98
Robert Newhouse*
Stephanie and Joseph Pierce* M.A.T. ’99
Kevin Murray ’10, M.A.T. ’12
Robert Newhouse*
Francesco D. Notaristefano ’07
Curt M. Pader M.A.T. ’97
Nancy C. O’Neal, Ed.D. ’10
Nikhil Kumar ’05, M.S. ’08
Nancy and Raymond Long*
Faith Lorenzo*
Joseph Ludwigzak*
Bernadette Stanton Lynch ’67
Bard Kligerman*
Barbara B. Mann M.A.T. ’73
Jane Monagan Marrone ’73, M.A.T. ’93
Soraya Martino ’03, M.A.T. ’05*
Denise Martin*
Carol Kowalsky Maurer ’64, M.A.T. ’66
Ora G. McCaine M.P.S. ’88
Elizabeth J. McCormack ’44
Joanne McElligott*
Genevieve G. McHale ’77, M.A.T. ’79
Teresa Balancia McKenna ’84, M.A.T. ’91 and Kevin B. McKenna ’84
Jenny and Christopher McLaughlin*}
Joan Egan Mendelson ’63, M.A.T. ’95
Erica Thommert Merrill ’76, M.A.T. ’81
Christine Meyer*
Amanda Minck ’10, M.A.T. ’11
Angela Giardina Miranda M.P.S. ’00
Nance and Greg Montgomery*
Wil Montgomery*
Joan Morenstein M.A.T. ’90
Emil C. Moussa ’08, M.A.T. ’09
Margo Alexander Murray M.A.T. ’99
Kevin Murray ’10, M.A.T. ’12
Robert Newhouse*
Francesco D. Notaristefano ’07
Curt M. Pader M.A.T. ’97
Nancy C. O’Neal, Ed.D. ’10
Nikhil Kumar ’05, M.S. ’08
Nancy and Raymond Long*
Faith Lorenzo*
Joseph Ludwigzak*
Bernadette Stanton Lynch ’67
Bard Kligerman*
Barbara B. Mann M.A.T. ’73
Jane Monagan Marrone ’73, M.A.T. ’93
Soraya Martino ’03, M.A.T. ’05*
Denise Martin*
Carol Kowalsky Maurer ’64, M.A.T. ’66
Ora G. McCaine M.P.S. ’88
Elizabeth J. McCormack ’44
Joanne McElligott*
Genevieve G. McHale ’77, M.A.T. ’79
Teresa Balancia McKenna ’84, M.A.T. ’91 and Kevin B. McKenna ’84
Jenny and Christopher McLaughlin*
Joan Egan Mendelson ’63, M.A.T. ’95
Erica Thommert Merrill ’76, M.A.T. ’81
Christine Meyer*
Amanda Minck ’10, M.A.T. ’11
Angela Giardina Miranda M.P.S. ’00
Nance and Greg Montgomery*
Wil Montgomery*
Joan Morenstein M.A.T. ’90
Emil C. Moussa ’08, M.A.T. ’09
Margo Alexander Murray M.A.T. ’99
Kevin Murray ’10, M.A.T. ’12
Robert Newhouse*
Francesco D. Notaristefano ’07
Curt M. Pader M.A.T. ’97
Nancy C. O’Neal, Ed.D. ’10
Nikhil Kumar ’05, M.S. ’08
Nancy and Raymond Long*
Faith Lorenzo*
Joseph Ludwigzak*
Bernadette Stanton Lynch ’67
Bard Kligerman*
Barbara B. Mann M.A.T. ’73
Jane Monagan Marrone ’73, M.A.T. ’93
Soraya Martino ’03, M.A.T. ’05*
Denise Martin*
Carol Kowalsky Maurer ’64, M.A.T. ’66
Ora G. McCaine M.P.S. ’88
Elizabeth J. McCormack ’44
Joanne McElligott*
Genevieve G. McHale ’77, M.A.T. ’79
Teresa Balancia McKenna ’84, M.A.T. ’91 and Kevin B. McKenna ’84
Jenny and Christopher McLaughlin*
Joan Egan Mendelson ’63, M.A.T. ’95
Erica Thommert Merrill ’76, M.A.T. ’81
Christine Meyer*
Amanda Minck ’10, M.A.T. ’11
Angela Giardina Miranda M.P.S. ’00
Nance and Greg Montgomery*
Wil Montgomery*
Joan Morenstein M.A.T. ’90
Emil C. Moussa ’08, M.A.T. ’09
Margo Alexander Murray M.A.T. ’99
Kevin Murray ’10, M.A.T. ’12
Robert Newhouse*
Francesco D. Notaristefano ’07
Curt M. Pader M.A.T. ’97
Nancy C. O’Neal, Ed.D. ’10
Nikhil Kumar ’05, M.S. ’08
Nancy and Raymond Long*
Faith Lorenzo*
Joseph Ludwigzak*
Bernadette Stanton Lynch ’67
Bard Kligerman*
Barbara B. Mann M.A.T. ’73
Jane Monagan Marrone ’73, M.A.T. ’93
Soraya Martino ’03, M.A.T. ’05*
Denise Martin*
Carol Kowalsky Maurer ’64, M.A.T. ’66
Ora G. McCaine M.P.S. ’88
Elizabeth J. McCormack ’44
Joanne McElligott*
Genevieve G. McHale ’77, M.A.T. ’79
Teresa Balancia McKenna ’84, M.A.T. ’91 and Kevin B. McKenna ’84
Jenny and Christopher McLaughlin*
Joan Egan Mendelson ’63, M.A.T. ’95
Erica Thommert Merrill ’76, M.A.T. ’81
Christine Meyer*
Amanda Minck ’10, M.A.T. ’11
Angela Giardina Miranda M.P.S. ’00
Nance and Greg Montgomery*
Wil Montgomery*
Joan Morenstein M.A.T. ’90
Emil C. Moussa ’08, M.A.T. ’09
Margo Alexander Murray M.A.T. ’99
Kevin Murray ’10, M.A.T. ’12
Robert Newhouse*
Francesco D. Notaristefano ’07
Curt M. Pader M.A.T. ’97
Nancy C. O’Neal, Ed.D. ’10
Nikhil Kumar ’05, M.S. ’08
Nancy and Raymond Long*
Faith Lorenzo*
Joseph Ludwigzak*
Bernadette Stanton Lynch ’67
Bard Kligerman*
Barbara B. Mann M.A.T. ’73
Jane Monagan Marrone ’73, M.A.T. ’93
Soraya Martino ’03, M.A.T. ’05*
Denise Martin*
Carol Kowalsky Maurer ’64, M.A.T. ’66
Ora G. McCaine M.P.S. ’88
Elizabeth J. McCormack ’44
Joanne McElligott*
Genevieve G. McHale ’77, M.A.T. ’79
Teresa Balancia McKenna ’84, M.A.T. ’91 and Kevin B. McKenna ’84
Jenny and Christopher McLaughlin*
Plan to come home to Manhattanville this June 8—10 to celebrate your class reunion.


We will reach out to you over the next several months through class letters with details on events, registration, Alumni Association award nominations, and how to participate in your class gift. If you have ideas for your reunion or would like to help, contact Polly Schmitz at 914.323.5118 or Reunion@Mville.edu.

Registration opens April 2018.

www.mville.edu/reunion