Education Is Life
The Manhattanville College School of Education Magazine

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

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

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

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

www.manhattanville.edu/SOE
Welcome from the Dean
Shelley B. Wepner, Ed.D.
Dean and Professor, School of Education

I am writing this column at the beginning of the Spring 2021 semester for the Manhattanville School of Education (SOE). Once again, most of our courses at the graduate and doctoral levels are being offered virtually. Our undergraduate education courses are being offered virtually and in-person, depending on student and faculty choice. As with most educational institutions, whether PK-12 or higher education, our faculty and administrative staff have spent the better part of this best year adjusting creatively, cautiously, and collaboratively to the pandemic so that they could provide high-quality teaching for their students.

We have figured out ways for all students, whether in person or remote, to thrive in the environment in which they find themselves. Those who are learning remotely have developed a high tolerance for muting and unmuting themselves, talking to names, initials, and photos rather than live classmates, and waiting for their classmates’ WIFIs to work. Those learning in person have adopted the 3 Ws—Wear a mask, Wash your hands, and Watch your distance—as a way of life for controlling the spread of the virus.

Stories abound about instructional adaptations in our now commonplace way of life. A favorite story comes from my grandson who is in a socially distanced classroom where he is entitled to take mask breaks by going into the hallway to remove his mask for a few moments. Another favorite comes from a colleague who shared his interesting methods for weaving in and out of small group Zoom sessions to make sure that his students are on task.

Ever committed to our profession’s ideals, teachers and leaders will not let the pandemic stop them from what they have chosen to do. The best part is that our School of Education has not missed a beat! Since March, when the pandemic drove us into lockdown mode:

• We launched our online component of the All But Dissertation (ABD) doctoral program in educational leadership. Students logged in this summer from across the country (from Florida to Iowa, from Georgia to New York), and from various previous institutions (from Columbia to George Mason, from Penn State to the University of Wisconsin). We have a new full-time faculty member hired for this program.

• We developed a new partnership with Sara Schenirer Institute in Brooklyn to offer an online master’s degree in early childhood and special education.

• We formed a new Professional Development School (PDS) with Grady Elementary School in Elmsford so that it could become part of our Changing Suburbs Institute® PDS network.

• We developed new partnerships in the region for the Rose Institute for Learning and Literacy because teachers want to learn how to use the Orton-Gillingham, multisensory approach to help their students develop literacy.

• We had a new master’s degree in Computer Science Education approved by the New York Education State Department so that teachers can get certified to teach computer science education to all grade levels.

We also managed to keep our enrollment steady, most probably because of our online offerings and the recognition that teaching is an essential profession. In fact, the pandemic has brought to the fore the criticality of teachers and educational leaders as essential professionals for students’ continued education.

Like you, I do not know what will happen as we move through the spring with the hope of vaccinations, while we face the fear of new strains of the virus. I do know, though, that our professional colleagues are masters of the art of nimbleness, flexibility, and ingenuity, and will do their level best to ensure that students everywhere experience high quality schooling, whether it is virtual or face-to-face. That’s because we are members of an extraordinary profession, rooted in purpose and fulfillment, surrounded by extraordinary people!
Wednesday, February 10, 2021
7:30pm
Changing Suburbs Institute® Hispanic Parent Leadership Workshop
*Construyendo el amor por la alfabetización en casa*
with Madeline Sanchez, Director of Multilingual Programs & World Languages
Peekskill City School District
(This workshop will be conducted in Spanish)
Contact Heidi.Sakanaka@mville.edu for more information

Thursday, February 11, 2021
4:20pm
School of Education Distinguished Lecturer Series
*Archaeology of Self & Racial Literacy in Education*
with Dr. Yolanda Sealy Ruiz, award winning Associate Professor at Teachers College, Columbia University and speaker on issues of race, culturally responsive pedagogy, and diversity.
Contact Linda.Putorti@mville.edu to register.

Tuesday, March 2, 2021
4:20pm
School of Education Dean’s Symposium
*Educator Self-Care and Wellness during the Pandemic*
with Amy Stern, Social and Emotional (SEL) Learning Coach with PNW BOCES and School of Education adjunct faculty member and Professional Development School Liaison
Contact Linda.Putorti@mville.edu to register.

Monday, March 8 – Saturday, March 13, 2021
The 15th Changing Suburbs Institute® Educational Forum - a virtual multi-day conference
*Meeting the Needs of Diverse Learners in the COVID-19 Era*

Saturday, March 13, 2021
10:00am
Keynote speaker Dr. Andrea Honigsfeld, Molloy College
*Cross-Cutting Strategies for Language and Literacy Supports*
Visit www.mville.edu/CSI for more information

Thursday, March 18, 2021
7:00pm
Alumni Book Talk co-sponsored by the School of Education Alumni Board and the Office of Institutional Advancement
*Unlocking Unlimited Potential: Understanding the Infinite Power within to Guide any Student Toward Success*
with Brandon Beck, Ed.D.’17, author, teacher, consultant and award-winning soccer coach
Register here.

Thursday, March 25, 2021
7:00pm
Graduate Admissions School of Education Open House
Learn about the wide variety of programs offered by the School of Education!
Register here or contact Graduate Admissions Director Alissa.Wilson@mville.edu for more information.

Thursday, April 22, 2021
7:00pm
Graduate Admissions Information Session - Educational Leadership Programs
Contact Graduate Admissions Director Alissa.Wilson@mville.edu for more information.

Wednesday, May 5, 2021
4:30pm
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 Kelley at Courtney.Kelly@mville.edu for more information.

Wednesday, June 9, 2021
7:00pm
Graduate Admissions Information Session - Jump Start Program
Contact Graduate Admissions Director Alissa.Wilson@mville.edu for more information.
For the past ten to fifteen years, there has been increased interest in K-12 students having meaningful experiences with computer programming. During this time, classroom teachers of all ages have done some great and innovative things with their students.

However, while the AP Computer Science exams have been offered since the mid-80s and preparation courses for these exams have served as pretty much the only formal learning experience for K-12 students, these courses have only been available for a small number of high school students. This meant that there were typically no formal experiences for K-9 students to learn about computer science.

The New York State Department of Education (NYSED) responded to this situation by developing and approving K-12 Computer Science and Digital Literacy learning standards in early 2020 and by adding Computer Science Education as a teacher certification area. These standards and this certification address grades K-12, and provide a real opportunity for high quality teacher education as well as rigorous computer science learning experiences for our K-12 students.

With NYSED approval having been received in January 2021, Manhattanville College’s School of Education is the first institution in the area to have an approved Computer Science Education master’s degree and teacher certification program (hurray!) Our program, jointly developed with the Manhattanville College Computer Science faculty, features extensive coursework in the key areas of computer science as well as research and practice based pedagogical methods for teaching computer science to students in grades K-12. Coursework covers examples of the uses of computer science concepts with K-12 students and how they might apply to each content area, such as ELA, mathematics, science, and social studies. School of Education students will also develop practices and teaching methods that provide K-12 students with a deep understanding of how their daily lives are shaped already by computer science concepts, such as coding and algorithm.

The Manhattanville Computer Science Education program meets teachers who want to teach computer science wherever they are in their teaching career. With a master’s degree option, those new to teaching can obtain their initial certification in Computer Science Education.

We are very, very excited and proud to be able to offer this program.

Dr. Gerald Ardito is an Associate Professor of Computer Science Education at Manhattanville College. Contact him at gerald.ardito@mville.edu to learn more about the School of Education’s new Computer Science Education program.
With PK-12 schools having to deal with complex schedules for remote and hybrid learning these past ten months, it has been difficult for School of Education students to get the classroom observation opportunities that they are accustomed to having. A requirement of every teacher certification program, aside from the student teaching requirement, is that a student must complete 100 hours of field experience. These hours are divided across the various courses of a certification program, with most courses requiring 12-15 hours of observations in a PK-12 classroom that are specifically related to topics being taught in the SOE course.

To address the lack of classroom observation opportunities, SOE faculty and staff members put their heads together to come up with a number of creative alternatives, and they compiled them into a guide for students. During their research and brainstorming, they came across the ATLAS video library, which is a resource of the National Board for Professional Teaching Standards. With a subscription to this library, up to two hundred School of Education students have access to authentic videos of teachers in classrooms along with extensive teacher commentary. With this, SOE course instructors can curate a targeted selection of videos for their students to view and create reflective assignments that align with the content and pedagogy being taught in their course. Some instructors are finding the videos more useful than in-person observations because they are assured that their students are seeing specific lessons being put into action, which may only happen one-third of the time in an in-person classroom.

Additional virtual field experience opportunities have been provided to students this year through online educational events run by the School of Education. A Changing Suburbs Institute® roundtable on “Tips and Strategies for Teaching ELLs Using Google Classroom”, a panel discussion coordinated by doctoral student Garfield Charles on “Engaging High School Students via Distance Learning”, and a Dean’s Symposium entitled “Lessons Learned for Moving Forward During COVID-19” all gave attendees some needed information on and exposure to virtual instruction approaches. Other presentations on using Design Thinking in education, designing literacy learning for student happiness, and the plight of immigrant students during the COVID-19 crisis also provided meaningful content for SOE students as they prepare to enter the world of education.

**Interested in attending a School of Education virtual speaker event? See the School of Education Calendar of Events on page 4!**

### Become an Orton-Gillingham Educator!

The Rose Institute for Learning and Literacy is offering its classroom educator preparation course, Teaching Multisensory Reading I, virtually this spring beginning in February. This course introduces participants to the Orton-Gillingham multisensory reading approach to literacy instruction for the classroom or small groups. Learn more about this course and upcoming offerings at [www.mville.edu/RoseInstitute](http://www.mville.edu/RoseInstitute).
In this past year of increased focus on issues of diversity, equity and inclusion (DEI), the School of Education’s Diversity Committee, led by Dr. Nikki Josephs and Dr. Antonia Giannakakos-Ferman, has evolved from being a service committee focused on mentoring to an actional committee working to set the tone for how the SOE and Manhattanville handles the future. Before the academic year began, the committee hosted a summer workshop for faculty members on “How to Combat Bias in your Syllabi” that was led by Dr. Hephzibah Strmic-Pawl, Assistant Professor of Sociology and Anthropology, whose teaching and research interests center on race, racism, and social inequality. To continue reflection on issues of DEI over the year, the committee is leading monthly spotlight presentations on culturally responsive topics at School of Education faculty meetings. Faculty members have so far discussed accessibility of SOE programs for all students, learned the correct definitions of key terms related to diversity, and considered how culturally relevant pedagogy can be infused in all SOE coursework. This Spring semester the committee will be surveying students to gauge their feelings of cultural sensitivity readiness for the classroom and from that work on providing the most effective programming possible.

As recruiting was underway in the fall of 2019 for the summer 2020 launch of the School of Education’s new Online Dissertation Completion Pathway, there was excitement at being the first online degree program at Manhattanville College. Who would have guessed then that by summer 2020 almost all of the School of Education’s classes would also be online?! The Dissertation Completion Pathway, also referred to as “All But Dissertation” (ABD), is designed specifically for PK-12 and higher education school leaders who were previously enrolled in an accredited educational leadership doctoral program and completed all requirements but the dissertation. Manhattanville’s in-person Dissertation Completion Pathway has existed since 2014.

Cohort 1 of the new online ABD pathway was to have had a kick-off with an extended weekend residency on the Manhattanville campus in July 2020 followed by synchronous online courses over the academic year. Instead, the fourteen Cohort 1 students, who attended from across the United States, had the opportunity to meet during two virtual weekend residencies in July and October 2020 where they created their dissertation completion timelines, developed the theoretical and conceptual frameworks for their dissertations, and positioned themselves to begin their research. Led by Professor and Program Coordinator Dr. Peter Troiano, doctoral faculty members provided in-depth sessions on topics to support the students and a panel of doctoral alumni shared their guidance and insights for a successful doctoral journey.

Learn more about the Signature, Higher Education, and Dissertation Completion Pathways of the School of Education’s Doctoral Program at www.mville.edu/EDD.
Even before COVID-19 became part of our “new reality” in 2020, and now in 2021 too, online learning has been on my mind for quite a while. I think of the ways it can bring learners together and connect them across space and even time zones. Properly scheduled, a learner in Los Angeles might interact with a classmate in New York City. I think back to my first experience with online learning, around ten years ago, when I was able to Skype in a friend to talk to my 6th grade social studies class about a recent trip he took to see the Great Pyramids of Egypt. My classroom was in California, and he was sitting in his office in New York, delivering the presentation and answering questions from the eager students. The video was a little glitchy, but it worked. Yet, even five years ago, when facilitating a group of teachers on issues related to globalization, the technology was not quite ready for prime time. I recalled students with computers that had trouble connecting, or significant delays between the audio and the video. The experience felt far from ideal. Technology has made significant strides in the last five years, and these strides could not have come any sooner. Though I have been interested in online teaching for a number of years, I never could have imagined how essential it would become for all of us due to the ongoing COVID-19 Pandemic.

Over the past year, Zoom, Microsoft Teams, Google Hangouts, and Blackboard Collaborate Ultra have all become essential tools of our work as professors at Manhattanville College, and our lives as a whole. I have been to birthdays, retirement parties and exercise classes virtually. And for the past 40+ weeks now, I have taught my undergraduate and graduate students entirely online, in real time (that is synchronously, in the current parlance), including the second half of spring semester 2020, Summer 2020, Fall 2020 and now Spring 2021. For the 2020 spring semester I used Blackboard Collaborate Ultra but since last summer have found Zoom to be my preferred go-to platform. Though some colleagues still prefer Microsoft Teams (to each their own.) Each program has its pros and cons but are all lightyears ahead of what existed just five years ago. Student feedback has been mostly positive, particularly for the intensive summer course, which involved class meetings of 2 and half hours, three times a week, for five weeks. The students felt it was a challenging course, and all agreed that they were glad to not have to add on a commute to campus on top of it. They relished being at home, some joining from bedrooms, others from kitchen tables and even some on their porches as the sun slowly set toward the 9:30 PM class end time. While in normal times, some noted they liked asynchronous online courses, in the time of COVID they relished the human connection of a synchronous session. Although we had to be physically distant from one another, as humans, we needed social connection, even if from afar.

Our recent graduates have now already taught in schools that have, in various ways, embraced virtual and hybrid instruction. The original dozen student teachers who dealt with the initial COVID shutdown are now teachers in their own classes, both here in New York and some as far away as California. In fact, in nearly all cases, the graduates noted that their skill with online learning and their dedication in this challenging time was seen as a real asset by the principals that interviewed them and an inexorable part of their ability to land the teaching position.

I am writing today from the perspective of January 2021. The New York metro area is cautiously optimistic as a vaccine rollout begins and approximately 5 percent of the population of New York State has received the first dose of the vaccine. Yet we are still in the middle of a second wave of the pandemic, less severe in New York City, but more severe nearly everywhere else. The reopening of stores and restaurants last summer was a welcome sign, but the closing of indoor dining in New York City was a move back. Likewise, for some districts in Westchester and New York City, the return to in-person schooling in the fall was encouraging, though some have transitioned to more hybrid learning during the winter months. Now in particular, I remind my students, especially those who are working in a classroom, or in a virtual classroom, to have patience with their students, to be kind, and to encourage a spirit of generosity with one another, as we all are on this journey, one day at a time.
Educator Wellness: The Focus of Professional Development School Activities during COVID-19

Despite the changes to how schools operate this past year, the Professional Development School* (PDS) partnership between Mount Kisco Elementary School (Bedford, NY) and the School of Education’s Changing Suburbs Institute® (CSI) continues to be robust.

As the pandemic caused school to go online in the spring and hybrid in the fall, SOE adjunct faculty member and PDS Liaison Amy Stern recognized that faculty and staff wellness and self-care would be essential to get through the year. After fielding a needs assessment survey on faculty and staff interests and talents, she organized a wide range of activities. First, a very successful weekly outdoor yoga class for teachers and staff was led by Mount Kisco Elementary ESOL teacher and certified yoga instructor Jillian Tiburzi. When the weather got colder, Amy worked with RTI teacher and master knitter Christine Goodrow to organize a masked and socially-distanced indoor knitting circle that is regularly attended by over a dozen school employees and student teachers. The conversation and laughter heard in the knitting circle is a welcome antidote to the isolation that many educators are feeling this year as they are siloed and unable to socialize much with their co-workers. All of these self-care and wellness initiatives were supported by a series of professional development workshops for faculty and staff on social-emotional wellness, self-awareness, and self-care taught by Amy.

To launch the new year in January, licensed dietician Susie Zachman from Better Beginnings led a wellness workshop on nutrition strategies during the pandemic for faculty and staff at three Bedford Central School District elementary schools. This workshop was followed by the establishment of a Mount Kisco Elementary Recipe Exchange Google Classroom site with healthy recipes as well as more indulgent ones shared by faculty and staff. Starting in February, speech and language teacher Wendyliza Gonzalez and Amy Stern will be launching a monthly faculty and staff book club to give the school community another opportunity to socialize.

*A Professional Development School is a PK-12 school that partners with a college to prepare teacher candidates, provide faculty development, improve instructional practices, and enhance student learning. Manhattanville College’s School of Education currently has Professional Development School partnerships with seventeen schools in eight Westchester County public school districts.
When Manhattanville College’s School of Education established its first Professional Development Schools (PDS) partnerships in 2002, one would not have imagined the growth and impact these partnerships would have. Now a part of the SOE’s Changing Suburbs Institute® (CSI), there are PDS partnerships with seventeen schools in eight Westchester County public school districts. A Professional Development School is a PK-12 school that partners with a college to prepare teacher candidates, provide faculty development, improve instructional practices, and enhance student learning, and in the School of Education’s case the focus of the collaborations is to ensure that practicing and prospective teachers are prepared to teach a changing and diverse student population.

The School of Education engages in an annual evaluation of these school-college PDS partnerships and finds that they are extremely beneficial to both the student teacher candidates placed in these schools and the teachers and staff of the schools. Below are highlights of the 2019-2020 evaluation, which was prepared by Dr. Joseph Phillips, a core clinical faculty member in the SOE’s educational leadership doctoral program.

The following are findings from a survey of SOE field supervising faculty members, student teacher-hosting cooperating teachers, and student teachers in both PDS and non-PDS schools regarding the primary goals of the Professional Development School partnerships.

- Student teachers placed in PDS schools had considerably more opportunities to work with students from a variety of backgrounds, including economically disadvantaged, as well as linguistically and culturally different learners. These student teachers also had greater opportunities to engage in reflective practice. Field supervisors and cooperating teachers indicated strong levels of agreement that the pre-service educators in the Professional Development Schools possessed high level skills and the positive characteristics to be found in successful teachers.

- Field supervising faculty members, known as PDS Liaisons in the Professional Development Schools, aided the schools in such areas as instructing students with diverse needs, demonstrating literacy methods, providing English language acquisition strategies for multilingual learners, implementing inclusive education tools, developing trauma-informed teaching, and suggesting forms of alternative student assessment.

- PDS liaisons reported that they coordinated and led a wide variety of professional development opportunities in their schools, including reading workshops, homework clubs, steering committee meetings, phonological and phonemic awareness, social-emotional learning, culturally relevant teaching, inquiry-based lessons, and using Google Classroom.

- PDS Liaisons offered support for improved learning outcomes in their schools by modeling teaching practices, creating summer learning packets, providing academic enrichment, coordinating read-a-thons, and leading roundtable discussions with teachers on balanced literacy.

- When most school districts closed their buildings in mid-March 2020 due to safety concerns surrounding the Coronavirus, survey respondents in the PDS partnerships said that the shift to remote instruction during that time was difficult, but they were able to successfully adapt to these challenging circumstances and appreciated the assistance from our PDS liaisons and students.

When all Professional Development School educators, administrators and staff were surveyed, over ninety percent agreed that their school-college partnership with Manhattanville College is built on a strong foundation of trust, communication, and collaboration that makes it mutually beneficial. They also agreed that the partnership enhances the preparation of student teachers and the professional development of educators for working with diverse and changing school populations. And a most important outcome is that the PDS partnerships are seen to foster and support the improvement of PK-12 student learning outcomes, which is the ideal goal of any educator.
Full Circle: A Local Family’s Connection with the Changing Suburbs Institute®

When Manuela Galindo attended some of the first Changing Suburbs Institute® (CSI) Hispanic Parent Leadership conferences over a dozen years ago, she could not have imagined that her daughter would someday be a conference presenter. But in November 2019, Manuela had the pleasure of attending the 14th annual CSI Hispanic Parent Leadership Conference and watching her daughter, Veronica Galindo, B.A. ’16, present at a conference of over 230 attendees. Veronica, a Bilingual School Counselor at Ossining High School (NY), presented Prepararte: Paso a paso hacia el camino a la graduación, a workshop in Spanish for parents to understand the road to graduation for their children.

Leaving college in Ecuador mid-stream to move to the United States in 1992, Manuela put her focus on providing the best education possible for her children. But living in a new country, with initially limited English language skills, Manuela found it difficult to understand the U.S. education system. She joined a community organization where she could take English classes and learn from the experience of other immigrant parents. With an outgoing and friendly personality, Manuela eventually became a parent leader in the organization and at one time was the Coordinator of the ESL Center at the RSHM LIFE Center in Sleepy Hollow, NY.

Through her work with various community groups, Manuela learned of the Changing Suburbs Institute®’s Hispanic Parent Leadership conferences and attended two or three times in the early years. She recalls workshops on special education issues and the importance of speaking Spanish in the home to develop language skills. She says that it is at a CSI conference that she first heard the phrase “Parents are the best advocates for their children.” In Ecuador, parents give power over to their children’s teachers and rarely question how things are done. The idea of being able to advocate for your child was new to Manuela and showed the cultural barrier that she and other Latino parents were facing. Emboldened by what she learned, Manuela was able to take action and push for speech services for one of her children and continued to be an advocate for her children throughout their educations.

With her mother as inspiration, Veronica has been an active volunteer in her community, working at food pantries and teaching CCD catechism classes. During her senior year at Manhattanville she was asked to organize a group of high schoolers who were coming to volunteer at her church. From that experience, she says she naturally fell into an interest in working with secondary students. After graduating, she worked as a teaching assistant in her hometown school district in Ossining (NY) and began graduate school for a degree in school counseling. Halfway through her graduate program, Veronica was hired for a School Counselor Leave Replacement position in Ossining, a position that has turned out to be permanent for her. In May 2020, Veronica received her Masters of School Counseling from Hunter College.

Veronica’s ties with Manhattanville run deep, and she recently arranged with the Manhattanville Admissions office to have some of her students participate in an online information session. Being at risk 9th graders, this was a chance for some of them to build an initial impression of what college is and start to hear the vocabulary related to college applications. Veronica pointed out the important things for her students to do right now - community service, making connections with teachers, and trying to do well in school.

Manuela says that watching Veronica’s success academically, professionally, and as a person has made her feel incredibly proud. Veronica’s graduation from both her Manhattanville undergraduate program and her Hunter College graduate program felt like they were her own graduations, and seeing her present at the CSI Hispanic Parent Leadership Conference was very rewarding as a parent.
2020 Recipients of Mary K. Humphreys Endowed Scholarships
Continue a Legacy of Excellence in Special Education

In 2008, the Mary K. Humphreys Endowed Scholarship in Special Education was established by the Humphreys family in memory of alumna Mary K. Humphreys. Ms. Humphreys received both her bachelor’s degree in education and master’s degree in special education from Manhattanville College and dedicated her life in education to children with special needs. A scholarship is awarded annually to a graduate student who has demonstrated a passion for and sensitivity to the needs of children with special needs. In 2019, an additional award was established by the Humphreys family to be awarded to a doctoral candidate in Mary K. Humphreys’ memory. These award winners personify the ideals, compassion, and work ethic of Mary K. Humphreys.

2020 Mary K. Humphreys Endowed Scholarship in Special Education Recipient:
Samantha Tarsnane, M.P.S.’20

Samantha Tarsnane graduated with a Master of Professional Studies in Childhood Education and Special Education in January of 2020. After completing her student teaching in a 1st grade general education classroom and earning her certification, she spent spring 2020 as a substitute teacher for the same district. Since fall of 2020, Samantha is a special education teacher in Long Island, New York, working in an ABA program that focuses on verbal behavior. Of being a first-year teacher during a global pandemic, Samantha says she is “making the best of each day I get to spend in-person with my students!” Her plan is to be a lifelong learner who brings her expanding knowledge and experience to her classroom.

2020 Mary K Humphreys Scholarship in Special Education Doctoral Dissertation Award Recipient:
Stacy Fertile, M.P.S.’07, Signature Doctoral Cohort 6

For the past thirteen years Stacy Fertile has been a special education teacher in the Mt. Vernon (NY) City School District and it has been her passion and her goal to educate students and allow them to be academically successful despite the challenges of learning differently due to varying disabilities. With a bachelor’s degree in elementary and special education from the University of Delaware and a master’s degree in literacy from Manhattanville College’s School of Education, Stacy’s teaching career led her to the decision that her own educational path was not complete and she entered Cohort 6 of the Signature pathway of the doctoral program in educational leadership.

Stacy’s dissertation topic is on teacher perceptions on the use of the Common Core State Standards in mathematics and the academic success of students with learning disabilities. She says that her mission as an educator of students with disabilities is to let her own enthusiasm for learning and self-development shine through to her students, leading them to follow in her example of wanting to reach their true potential. Stacy adds “Mary K. Humphreys’ legacy is one that is inspirational, and I am sincerely flattered to be considered worthy of receiving this award in her name.”
One of the biggest misconceptions about education is finally being understood; equity and access to education is not equal, and this perception was unrealistic. In March of 2020, New York State began to close schools and rush to administer devices to students to implement remote learning for all students. Problem fixed! Unfortunately, it was just the beginning of a bigger problem that was always there, lying dormant. These unprecedented changes further revealed, not just in New York but across the United States, the inequities of resources for education and especially distance learning.

Many students across New York State, be it in rural or suburban areas, had great difficulty accessing their instruction. Some families could not afford to pay providers for access to the internet, many families were out of work and sometimes displaced to homeless shelters, students were forced to work to support their families, and parents were forced to make choices on which bills they could pay. This was all while maneuvering this unforeseen new normal of receiving instruction during a pandemic.

Districts supported students by handing out iPads and laptops to families, but many times these devices were not as accessible to all students, as some students really did not know how to connect to the learning platforms provided. Many private internet providers responded to a lack of internet accessibility by offering free internet services; however, if a family had an overdue bill with the internet provider it needed to be paid off before the free service was available. Additionally, as traditional modes of communicating with parents were disrupted, many families missed information because they were not signed up for email alerts and were not accustomed to checking the district website. Language barriers were another significant issue with communication. Because of these problems, districts have been forced to examine equity and access beyond culture and ethnicity.

Beginning with Practical Responses and What Happens in the Virtual Classroom

Since spring of 2020, districts have sought to educate their teachers on “how” to deliver virtual instruction and create a virtual classroom. But this training lacked strategies for motivating students, for addressing the loss of students' hands-on learning opportunities, and for supporting students' social and emotional learning.

What we educators learned from March to June was not examined nor was there time for true data unpacking or reflection as we were in the midst of a pandemic. With the pandemic continuing, teachers are tired, students are sad, and families are still apart. Professional development related to how to deliver instruction continues but there is a lack of providing instructional resources for teachers through the lens of virtual teaching. One recommendation is to make a shift to focus on social emotional learning and how to ensure we are teaching to the whole child. A second recommendation is to look at how teachers can check for understanding and create collaborative moments in a virtual classroom. We are seeing that many students are lost barely connecting with teachers and not participating in their virtual classrooms, and we need to find remedies for this.

Where is the Access?

Millions of devices have been handed out to ensure students can access their instruction, and there was a misconception. Every home does not have a computer in it. Many homes do not own a computer or internet service. Most families simply could not afford to access the internet, especially in rural areas that are not densely populated. The digital divide, the gap between technology and demographics, is increasing, especially as this relates to low-income families, which are often Hispanic and African American families.

All Aboard, the Road to Creating Equity and Access

TEAM — “Together Everyone Accomplishes More” - is so much more than a poster slogan. We must come together to create a road map during this time of virtual instruction, and it is important to create a cycle of analyzation, creation and transformation as we work our way through this examination of virtual instruction with the lens of equity and access. Districts should be responding to the needs of all students and examining how to provide equitable and accessible instruction to students in poverty and those with language barriers, as well as ensuring support for children with special needs and medical fragility.

Student Supports

- Labs/internships at IT companies to support students with hands on learning opportunities.
- Afterschool enrichment to support those students vulnerable to experiencing a learning gap because of the pandemic.
- Opportunities for students to participate in virtual extra-curricular clubs and groups.
- Permitting SPED 504/Homeless and ENL students to have face-to-face instruction in the district/building five days a week regardless of their hybrid day/virtual instruction.

Social and Emotional Learning

- All teachers need to receive mandated training on Culturally Relevant Pedagogy
- Teachers need to receive support on practical responses in order to address and identify inequity and better understand and support those young minds who sit in their virtual classrooms.

Reimagining Consequences

- There must be an understanding of what IS happening with students in all areas of their lives because home is no longer just home, but it is also school, and school is no longer school.
- Educators must be more empathetic and understand that children all over the world are suffering emotionally, socially and physically from this unprecedented event and what is lost will never be returned to them. This time cannot be replaced and WE must learn and grow from virtual learning to create equity and access for all students.

Instructional Supports

- Resources are needed to assist teachers with how to keep students engaged in the virtual classroom, including guidance on how to provide hands-on opportunities for students virtually.
- Virtual learning walks with administrators and teachers are needed to assess what IS happening and to examine strengths and barriers to creating solutions and systems.
- Administrators need to observe teachers through the lens of an instructional coach and support teachers as the lead instructor, examining teacher’s strategies, management and engagement in their virtual classroom in a non-threatening, non-punitive manner.
- District level Equity committees are needed to re-examine Equity and Access.

Dr. Natasha Freeman-Mack has been an educator for over 23 years, working in the public school system. She has taught English, mentored teachers, been an instructional coach, a humanities administrator and is currently an administrator who oversees superintendent hearings, home bound instruction, and high school student activities. She is a triple Manhattanville alumnus, having completed her bachelor’s degree, master of arts in teaching degree, and her doctorate of educational leadership at Manhattanville College. Additionally, she has a master of science degree from Mercy College.
Putting Your Best Foot Forward in a Virtual Job Interview

During this challenging time, it is difficult to conceive of embarking on a different career pathway, but those who do are finding that virtual job interviews have become increasingly popular. These interviews can vary in format and may be with single interviewers or groups. We asked members of the School of Education community for their thoughts.

Educational leadership professional diploma student Frank Gizzo went through a virtual recruiting process on his way to being hired as Director of Guidance in the Lakeland (NY) Central School District last summer. In Frank’s case, he participated in three rounds of virtual interviewing, with both panels of interviewers and one-on-one. An advantage of virtual interviews, says Frank, is that they can be conducted from anywhere and do not require travel time, so it gives more flexibility to meeting times. Disadvantages are, however, that you cannot get a true sense of the work setting when interviewing remotely, and you lose some of the social cues you would pick up when meeting with an interviewer in person. Additionally, the technology piece can be a distraction if the internet connection is choppy or if you are unfamiliar with the platform being used. Frank adds that although he was somewhat less nervous for a virtual interview, he does still prefer the in-person.

Dr. Lenora Boehlert, Assistant Professor in the Educational Leadership program, says that educators who are looking for a career change need to adapt to this “new normal” environment of virtual interviewing because it may be here to stay. Learning how to communicate the skills one would bring to a position and accurately gauge the reactions of the interviewers across a computer screen is key.

Sitting on the other side of the virtual interviewing screen is School of Education alumnus Drew Patrick, Ed.D.’18, who is the Assistant Superintendent for Human Resources & Leadership Development in the Scarsdale (NY) Public Schools. In Drew’s district they conduct both committee and one-on-one interviews, but like to move to in-person interviews for the final stages of a search. He says that an advantage of virtual interviewing is that a hiring committee can process a candidate more collaboratively and when “share screen” is used, they can easily have a discussion of a prompt, artifact, lesson plan, etc. during an interview.

Drew says they will likely continue with virtual rather than phone interviews for initial screenings in the future because it enables them to engage more richly with the candidate. He adds, however, that “we feel seeing teachers teach in person is a must, and will include that as part of our process even during COVID-19. Of course, we will maintain social distancing and require masking, as we already do daily.”

Both Frank and Drew offered some suggestions for virtual interviewing:

- Dress professionally as if you were going to the interview in person. Just because you may be interviewing from your home does not mean you should dress casually.
- Try to find a quiet, private space free from extraneous noise and possible interruptions. Be mindful of what is in your background and make sure it looks tidy. Do not interview from your car!
- Choose a setting where you are facing a window or lamp so that your features and expressions are clearly visible. Position the camera of your device at eye level so your entire face can be seen.
- Test out the interview platform in advance and make sure your device, microphone and speakers are compatible and are defaulted to the appropriate settings. Ensure your internet connection is as strong as possible.
- Avoid distractions and interruptions by turning your phone off or putting it on silent. Close any unnecessary web browser tabs and applications to avoid loud pop ups.
- Interviewers can read body language even through the camera lens. Practice conveying your enthusiasm for the position. Remain engaged – and smile!
- Practice focusing on the tile of the person speaking to you. Many times, we get distracted by our own tiles and it is obvious to an interviewer when a person’s eyes are wandering.
- If possible, have someone do a practice run with you so you catch any problems before the actual interview.

Drew reminds jobs seekers that, as with in-person interviewing, do your homework. Find out all you can about the school and district before the interview, and find indications that you are a good match based on what you learn. If there is a clear vision or mission statement, or stated goals, tie your thinking into those things in authentic ways. Make sure you have a clear message about why are interested in this particular job at this school. Be able to communicate your beliefs about teaching and learning. Be prepared for a question like, “Is there anything else you can share that you think we should know about you?” or “What questions do you have for us?”

If you set aside some time in advance to get organized and prepared, this will build your confidence. A new position is within your reach!
Wherever you go across the Manhattanville campus you will find School of Education Doctoral Program in Educational Leadership students and alumni working to support students, faculty and staff and keep the College humming!

**Sharlise Smith-Rodriguez, Ed.D.’20**

Manhattanville College’s Dean of Students, Sharlise Smith-Rodriguez, is a long-time employee of the College. Starting as a Resident Director 20 years ago, she founded the Manhattanville Achievement Program (MAP) and oversaw the Mentor Program and the Academic Resource Center on her way to her current position, which she has held since 2014. As Dean of Students, she serves as an advocate for Manhattanville students and is responsible for the overall coordination of disciplinary matters, the student handbook, and Commencement.

A desire to strengthen her knowledge of student affairs and the higher education field, and to advance her career, led Dr. Smith-Rodriguez to join the first cohort of the Higher Education doctoral program pathway in January 2017. “If you would have asked me years ago about going back to school to pursue my doctorate, I would have said ‘not me!’” says Dr. Smith-Rodriguez. But when the Higher Education doctoral program pathway was created, she saw it as a chance to learn and advance herself in her chosen career, as well as to inspire her children to achieve success and follow their dreams.

Dr. Smith-Rodriguez’s dissertation, which she defended in early 2020, looked at college-intending students’ perceptions of the college choice process and analyzed which outreach methods and transition programs offered by colleges and universities help high schools students decide on which institution to attend. With her Ed.D. degree completed, she is grateful to all those who supported and encouraged her through the journey, especially her husband, Elliot.

During the COVID-19 pandemic, Dr. Smith-Rodriguez has focused on continuing to provide services and resources to Manhattanville students and support their growth and development during this difficult time. Working mostly virtually, she does miss the in-person interaction with both colleagues and students.

**Bancha Srikacha**

As Instructional Technologist in the Center for Teaching, Learning, and Scholarship for Manhattanville College, Bancha Srikacha has played an especially crucial role this year in supporting faculty, staff, and students in the use of the College’s instructional technology. In the sudden pivot to remote classes in March 2020, Bancha supported the entire faculty body at once in getting their courses online. Since then, his work has been consumed with trying to create successful virtual teaching and learning environments for both faculty and students. Manhattanville College President Michael E. Geisler has recognized Bancha for his outstanding leadership in the shift to online learning and said “With imperturbable patience, goodwill, endless energy, and unflappable good manners, Bancha Srikacha, our Instructional Technologist, stepped forward when we needed him most.”

A member of Cohort 4 of the Higher Education doctoral program pathway, Bancha’s dissertation focus is leadership of faculty development around instructional technology adoption. Because his work involves not just faculty professional development, but also developing policies and standards, collaborating with IT, working with vendors, and coordinating with College administration, Bancha chose to pursue his doctorate in order to grow his understanding of the needs of various constituencies and the factors involved in change management. He would like to learn more about how to lead change towards informed, consistent, and supported use of educational technology at Manhattanville and, in turn, be able to share with faculty and administration how better-supported use can positively affect student learning.

With doctoral classes now online, Bancha says that he misses his cohort but does not feel that he has missed a step in continuing with his degree. He says the support of the doctoral faculty and staff, as well that of the Manhattanville Library staff, has kept him on track and moving forward.
**Katie Kelley**

Katie Kelley is the Executive Director of the Office of Information Technology at Manhattanville and is responsible for making sure that the IT support team on campus has everything they need to be successful and to fix any shortfalls that might impede their ability to provide exceptional customer service to the Manhattanville community.

Taking advantage of the opportunity to complete her doctorate while working at Manhattanville, Katie joined Cohort 3 of the Higher Education doctoral program pathway together with her wife Lori. Dr. Roberts achieved a longtime ambition of receiving his doctoral degree in January 2018. His dissertation research focused on wellness programs in PK-12 schools as he had long been concerned about the childhood obesity issue in our country and wanted to study the relationship it had with public schools.

Work-at-home was an easy transition for Dr. Roberts, as he has found that all of his work and responsibilities are being successfully accomplished just as they would have been had he been working on campus every day. However, having to stay separated from both older relatives and younger children and grandchildren has made the past year sad for both Dr. Roberts and his wife. He is grateful that those in his family circle have been able to stay healthy during this time.

**Maria Moreno**

Also a part of the “Real Deal” Cohort 3 of the Higher Education doctoral program pathway, Maria Moreno has been the Assistant Director for Student Leadership at the Center for Student Involvement and Leadership since 2019. She oversees the peer-mentoring program that helps first-year undergraduates’ transition to the campus and she is in charge of the Leadership Program that encourages students to become involved in campus activities. She is also an adjunct instructor in the ATLAS program that provides undergraduates with a framework for self-discovery, leadership building and the development of a personalized roadmap to success while at Manhattanville College.

Maria thoroughly enjoys working with and mentoring students and has a future goal of teaching leadership in higher education. Her dissertation research is on the impacts of mentorship on women of color working as student affairs administrators.

Since the pandemic started last spring, Maria has found life to be very hectic. Like many people, personal losses and professional challenges have made it a very difficult year. Nevertheless, Maria is determined to continue progressing with the pursuit of her degree and she is grateful to the doctoral program faculty and staff who continue to pave the way for their students despite the new world we live in now. She is looking forward to going back to in-person meetings with her cohort and the camaraderie they shared when talking, eating, and even dancing together before and after classes!
Despite this year being a situation that no one saw coming, Manhattanville’s Omega Xi chapter of the Kappa Delta Pi international education honor society hit the ground running and has been having an active year. Under the leadership of President Anastasia Romanowski and Vice President Chris Murphy, and with the support and help of KDP Advisor Dr. Katie Cunningham, KDP has brought many “firsts” to the School of Education.

In October 2020, a virtual panel discussion entitled “Global Educators on the Future of Education” was held on an early Sunday morning to accommodate the schedules of the panelists from across the globe. Panelists Jimmie Chengo, the founder of Afribuk Society and an International Literacy Association “30 Under 30” honoree, joined the event from Kenya. Panelists Kavita Tanna, Director of Inspire Citizens, and Nick Salmon, President of Collaborative Learning Network, both joined from London. Jacob Sule, Executive Director of the iRead To Live Initiative, joined from Nigeria. Moderated by Dr. Cunningham, the panel gave a message of realistic hopefulness when they responded to questions about what positive outcomes for education there might be, despite the current difficulties, from the pandemic and what their hopes are for the future of education.

The following month, Manhattanville’s KDP chapter ran a “Valiant Takeover” of the Manhattanville College official Instagram account. Instagram is a great resource that can be used to connect groups of people or spread information about an event and, historically, these “takeovers” have been a popular activity for the college’s athletic teams. As a variety of other groups have begun running “Valiant Takeovers”, the KDP officers and Dr. Cunningham saw this as an opportunity for KDP to gain more visibility on campus and encourage interested education students to apply for membership.

KDP’s “Valiant Takeover” was comprised of a number of videos that delivered a “day-in-the-life” experience of being part of KDP. Chris spoke about balancing academics and athletics – he is on the College’s baseball team – and Anastasia spoke about the ideals of KDP. Aside from the videos, there were boomerang photos of Anastasia’s desk with her KDP induction certificate and her #teacherlife emblazoned notebook and of Chris’s literacy lesson planning and virtual classroom library Padlet focused on implementing historical fiction in the classroom. The “takeover” ended in the evening, with a video in which both KDP officers spoke about the power that children’s literature has in the classroom.

Without being able to meet in person, KDP was nevertheless able to have a modified virtual induction ceremony in December where fourteen undergraduate and graduate students were newly brought into the membership. Inductees were given the chance to add their own voice to the ceremony by reading some of the words from their membership applications that best highlighted their dedication to the profession of education and to KDP’s Ideals of Society. The words of these teachers and teacher candidates were inspiring, with a focus on leadership, commitment, and excellence.

As we enter 2021, the Manhattanville KDP chapter has created an innovative once-a-month virtual gathering for student teachers and beginning teachers where they can exchange ideas, talk about challenges they are facing, and provide support to one another. KDP has opened this group up to all School of Education students, not just KDP members, and the officers hope this group will give everyone a chance to form a compassionate community of peers.

Anastasia, who is completing a master’s degree after graduating with her undergraduate degree from Manhattanville in May 2020, and Chris, who is an undergraduate junior, both agree that teachers are indeed students of their own craft and as Officers of Manhattanville’s Kappa Delta Pi chapter they hope to continue to learn and lead with programs that emphasize the togetherness of educators and the profession of teaching.
Alumnus of the Manhattanville School of Education Doctoral Program in Educational Leadership, Jamaal Bowman, Ed.D.’19, was recently sworn in to the United States House of Representatives, representing New York’s 16th congressional district. Representative Bowman is a former teacher, principal, and founder of the Cornerstone Academy for Social Action, a public middle school in Eastchester, Bronx. A political newcomer, Representative Bowman ran on a Democratic platform he described as “anti-poverty and anti-racist” with support for housing, criminal justice reform, and education.

As First Selectman of Greenwich, CT, Fred Camillo, B.A.’96, M.A.T.’02, is quoted often in the news. The First Selectman is the full-time chief executive officer for the town of over 62,000 residents and is responsible for the administration of the Fire, Police, Public Works, Law, and Parks and Recreation departments, among others. Prior to his election to the first selectman position in November 2019, Mr. Camillo served as member of the Connecticut House of Representatives, representing District 151, for over ten years. Mr. Camillo is a former high school teacher and basketball coach, as well as a small business owner.

School of Education alumnus and adjunct instructor in physical education, Christine Drago, M.A.T.’09, was a finalist for New York City’s Flag Award for Teaching Excellence. As a finalist, she won $10,000 as well as $2,000 for PS 20 Anna Silver School, the school where she teaches. This award recognizes and celebrates extraordinary public school teachers who inspire learning through creativity, passion, and commitment.

Professor Victoria Fantozzi was quoted in “Coronavirus: As K-12 education shifts online in major swoop, uncertainties and inequities remain” in The Journal News (Westchester, NY) in March 2020.

In summer 2020, Professor Nikki Josephs was quoted in “Kids Need to Hear About George Floyd and Racism, Child Development Experts Say” in The Journal News (Westchester, NY) and was mentioned twice in the Parents Magazine article “How to Explain White Privilege in Term Simple Enough for a Child” for which she submitted comments regarding helpful books to teach young readers about the concept of white privilege.

Doctoral faculty members Dr. Kenneth Mitchell and Dr. Joanne Marien were quoted in the article “From Superintendent to Professor,” in the November 2020 issue of School Administrator, the monthly magazine of The School Superintendents Association.

Ossining Union Free School District (NY) Superintendent and doctoral program alumnus Ray Sanchez, Ed.D.’19 received the Lower Hudson Council School Superintendents Distinguished Service Award in May 2020.

In April 2020, the School of Education’s Special Education program was ranked as one of the best 25 colleges in the country that offers a master’s degree in Special Education, based on median salary one year after graduation for students who complete this program. Manhattanville College was ranked #21 with a median salary of $58,400. This ranking was provided by GradReports, a tool that helps students choose a college or graduate program that meets their needs. Read the report here.

School of Education Dean Shelley B. Wepner’s op-ed “For our schools, one size does not fit all in the pandemic | Opinion” was published in The Journal News (Westchester, NY) on September 4, 2020.
School of Education Expertise: 
A Selection of Faculty and Alumni Publications and Podcast Guest Appearances

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(All of the following can be found in both the Spotify and Apple podcasts libraries as well as on other podcast services.)


**Call for Nominations: School of Education 2021 Alumni Awards**

Do you know an extraordinary Manhattanville College School of Education alumnus?

Help us honor School of Education alumni who are worthy of recognition for their outstanding achievements, community activities, and their embodiment of the mission of Manhattanville College and the School of Education.

Submit a nomination by March 19, 2021 to have a candidate considered for an SOE Alumni Award. Visit the [SOE Alumni Award webpage](#) for award descriptions, criteria, and online nomination forms.

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**The School of Education Alumni Board Invites Alumni to Become Members**

The School of Education strives to create rich experiences for and cultivate strong relationship with its alumni. Formed in the fall of 2008 with the purpose of exploring ways in which alumni can reconnect with their alma mater, the SOE Alumni Board meets quarterly and members serve in various capacities to provide important input and feedback for alumni programs and events.

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

*Panel discussions - Mentoring programs - Social events - Book talks - and more!*

Contact Heidi Sakanaka, Assistant Dean for Community Outreach, at [Heidi.Sakanaka@mville.edu](mailto:Heidi.Sakanaka@mville.edu) for information on joining the Board.
New Faces at the School of Education!

**Dr. Gerald Ardito**, Associate Professor and Coordinator of the newly-approved Computer Science Education program, joined the School of Education in Summer of 2020. Dr. Ardito was most recently an Assistant Professor in the School of Education at Pace University where he taught courses in the master’s program in educational technology. Previously, he was a science teacher at Pierre Van Cortlandt Middle School in Croton-on-Hudson. Before that, he held a variety of positions in small business and large business operations, including his work as a manager of software development projects at Citigroup.

Dr. Ardito’s peer-reviewed publications and presentations focus on science and computer education in K-12 classrooms, with a particular interest in Robotics. He comes to Manhattanville with a B.A. in biopsychology from Vassar College, an M.A. in Cinema Studies from New York University, an M.S.T. in Secondary Education, and a D.P.S. in Computer Science from Pace University.

**Susan Bretti** began as the new Director of Jump Start in July 2020. A mentor for the Jump Start program since 2019, Susan was previously the Assistant Director of Operations for the Community Center of Northern Westchester, a Principal of Washington Irving Intermediate School in Tarrytown, and an elementary consulting teacher and fifth grade teacher in the Bedford Central School District. She has a B.A. in Communications from Biscayne College, an M.S. in Elementary Education from Pace University, and an M.S. in Administration and Supervision from Fordham University.

**Dr. Craig P. DeAngelis** joined the School of Education as a Visiting Half-Time Instructor for the Physical Education and Sports Pedagogy position in early 2020. Dr. DeAngelis is certified in physical education, health education, driver education, coaching, first aid/CPR, and administration in the state of Connecticut. He was been a K-12 health and physical education teacher in suburban and urban districts and a part-time athletic director and adult education program supervisor in two different Connecticut public schools. He has numerous coaching experiences.

Dr. DeAngelis has a B.S. in Health and Fitness Studies from Central Connecticut State University, an M.A. in Christian Leadership Studies from Liberty University, a sixth year certificate in Educational Leadership from Southern Connecticut State University, an advanced graduate certification in Organization Development and Change from Pennsylvania State University, and an Ed.D. in Sports Management with a Specialization in Leadership from The United States Sports Academy.

**Jennifer Iervolino** joined the School of Education as a Graduate Admissions Counselor in January 2021. Jennifer’s most recent position was Coordinator of the Dance/Movement Therapy Graduate Program at Sarah Lawrence College. Before that she was an Administrative Assistant for the Archdiocese of New York. She has a B.A. in Communications and Women’s Studies from Fordham University and an M.A. in Communication and Education from Teachers College, Columbia University.

**Dr. Peter Troiano** was hired in June 2020 as Associate Professor and Program Coordinator for the online component of the Doctoral Completion Pathway in the Department of Educational Leadership. Dr. Troiano came to Manhattanville College from Central Connecticut State University where he was an Assistant Professor and a Program Coordinator of Student Development in a Higher Education Graduate Program. He had previously served as Interim Vice President for Student Affairs and Program Coordinator for the Higher Education Leadership Doctoral Program at the same university. Additionally, Dr. Troiano worked at Southern Connecticut State University as an Interim and Assistant Vice President for Student Affairs and at Mitchell College as Vice-President for Student Affairs and Dean of Students. His publications and presentations have focused primarily on college students with disabilities. Dr. Troiano has a B.S. in Finance, Magna Cum Laude, from Providence College, an M.A., with honors, in College Student Personnel from Bowling Green State University, and a Ph.D. in College Student Personnel Administration from the University of Maryland.
The Center for Career Development (CCD) knows that many educators are thinking about future jobs, internships, or fellowships—and aren't quite sure what to do or where to start during these unprecedented times. Though we might not be physically on-campus this semester, for Manhattanville students and alumni we are here for you.

Now more than ever, we are committed to providing our students and alumni with lifelong career support throughout all stages of the career development process. Just because most work has moved online, it does not mean that you need to stop planning, engaging with potential employers, and applying for jobs. In today’s competitive market, we remain devoted to excellence through continuously improving our efforts to educate and prepare our students and alumni to anticipate the future and become collaborative contributors in the world of work. We achieve this through individualized career exploration counseling, self-assessment, skill development, and utilizing internship and job search strategies that empower students to take ownership of their personal and professional success.

The Center for Career Development offers the following cyber services and resources during this time:

**Handshake**
Use our online job board, [Handshake](#). Handshake uses innovative technology to help you more easily connect with employers and source jobs, access event information, and read articles on career trends. Look out for our weekly Education Hot Jobs and Internships emails specifically for Education students and alumni.

**School of Education Career Guidebook**
Access our comprehensive [online guide](#) to help students every step of the way during your time here at Manhattanville. The guidebook includes writing a resume, creating a cover letter, skill development & job search strategies, professional development, finding your career, interviewing, the classroom demonstration, salary negotiation and evaluating job offers, and strategies for success.

**Diversity Career Resources**
The Center for Career Development has compiled a list of resources for diverse communities on our website and we have started a Diversity Career Resources monthly e-newsletter that highlights jobs, internships, scholarships, and related publications.

**Virtual Appointments**
Meet virtually with the School of Education Liaison, Dora Moreira ’14. Dora is the dedicated career counselor for School of Education students and alumni. Career services to alumni are free for life! Schedule an appointment through [Handshake](#) or by emailing [careers@mville.edu](mailto:careers@mville.edu).

**Virtual Events**
Connect with education and non-profit representatives about their school and organization's mission, culture, and hiring needs. Attend our virtual events, including Alumni Career Chats, Virtual Career Fairs, and Employer Information Sessions. All of our upcoming events can also be viewed on our website at [www.mville.edu/careers](http://www.mville.edu/careers).

**Stay Connected**
Don't miss out on Motivational Mondays, Career Tip Tuesdays, Employer Social Media Takeovers, Success Story Saturdays, CCD Insta Stories, Reels, and much more by connecting with us on our social media. Follow us on Instagram, Facebook, and Twitter @MvilleCCD, or join us on LinkedIn's Manhattanville College Student-Alumni Career Network.

We look forward to supporting you in your career journey!
School of Education Honor Roll
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Alyx Scapperotti ’16, MAT ’18
Joseph T. Schippa ’78, M.A.T. ’81
Susan and Stephen Schnitzer*
Gina Sebastian M.A.T. ’01
Stephen J. Semple M.P.S. ’12
Amy Dolan Sestito ’99, M.P.S. ’00
Joanne Pickett Shapoff ’70, M.A.T. ’73
Shirley Steinberg M.A.T. ’77
Catherine McCreary Strauch M.A.T. ’73 and
Joel Strauch
Maureen Tomkel ’77
Rachel Troy ’19
Adam VanDerStuyf, E.d.D. ’20*
Kara Vicinelli M.A.T. ’11 and Paolo Vicinelli
Janet L. Warmbir M.A.T. ’73
Meghan Waters ’17, MAT ’18
Danuta Karpinski Wenzel ’76 and
Arthur S. Wenzel ’76, M.A.T. ’04
Paula Westcott M.A.T. ’06
Gladys Domenech Whitehouse ’65
Amanda Wilson M.A.T. ’12
Laura Woodson ’05, M.A.T. ’06
Lindsay Zekus ’11, M.A.T. ’13
Jessica Zimmerman ’08, M.A.T. ’12