“Raheem Still Can’t Read”

“Everybody’s getting paid, but Raheem still can’t read,” said the president of the Urban League of Essex County, New Jersey, when discussing how Facebook co-founder Mark Zuckerberg’s $100 million was being spent to fix Newark’s public schools.

With beguiling politicians and inner-circle educational administrators working together to create a “symbol of educational excellence for the whole nation,” there was high hope that the 67% high school graduation rate in Newark would be a thing of the past. The plan was to create an environment that produces successful students by retaining the best teachers, turning low-performing schools into charter schools, and creating themed high-schools.

Oodles of highly paid consultants, expensive community engagement activities, and yet-to-be tackled problems later, the students are still not getting what they need (see “Schooled” by Dale Russakoff in the May 19, 2014 issue of The New Yorker).

Of course, what students need continues to be perennially debated by those directly and indirectly involved in education. While teachers and school district administrators spend each day working directly with students trying their darndest to give them what they need, those peripherally involved (politicians, entrepreneurs, legislators, and community leaders) spend their extracurricular time developing ideas about what students need. In the end, and as once again proven by the ill-fated vision for Newark’s gift, the concept of what students need continues to elude most because of the unique combination of academic, psychological, emotional, familial, and socio-economic factors that each student brings to the classroom.

Teachers, school district administrators, and teacher educators do not pretend to know the answers. They do not have a “one size fits all” educational scheme. We understand that there are a multiplicity of factors for and indicators of student learning. Although we must abide by the heavy-handedness of those outside our field who pull the requirement levers on what we need to do to justify our existence, we know that their pet mandates come and go in the same way that the latest Newark regime—and all of the money behind it—has come and gone.
At the same time, and as we in the School of Education readily acknowledge, we must keep moving forward in trying to figure out how to help each student learn and develop. We need to do our part in helping our teacher and leader candidates understand how to engage, as self-reflective practitioners, in a continuous cycle of assessment that helps to determine the impact of instruction on a very diverse student population. We need to help our candidates understand and differentiate between methods and techniques for meeting unique student needs. Although we have limited time with our candidates to prepare them for such enormous responsibilities, we can provide the foundation and contribute to the mindset for creating optimal conditions for PreK-12 student learning.

In addition to focusing on how we help, we also need to constantly build and expand our array of program offerings and community engagement activities so that we can keep attracting high quality students into the field. This approach has kept us flourishing since we began to offer graduate programs in 1965.

This year is no exception with the types of programs and opportunities that we will be offering. This fall, we are launching the Manhattanville Excellence in Teaching Academy in Early Childhood. Students in this program will become paid apprentices in Ossining Union Free School District for their entire program. We also are launching a fall cohort of Jump Start, our accelerated teacher education program, to give students a second option for completing this program. We hope to offer three master’s degree programs—childhood and special education, special education (grades 1-6), and special education (grades 7-12 generalist)—at Rockland Teachers’ Center, a new off-site location, pending approval by Middle States.

This past summer, we launched the Rose Institute for Learning and Literacy and the Executive Track of our Ed.D. in Educational Leadership (ABD). Our signature community outreach program, the Changing Suburbs Institute, is set to launch a revised evaluation protocol of the Professional Development Schools to address ways in which our teacher candidates, practicing teachers, and K-12 students are benefitting from these partnerships. With over 100 participants, CSI continues to focus on our changing schools and our need to change with them.

As we continue to develop our students, ourselves, and our school, we can take heart in knowing that the Rakeems, Johnnys, Janices, Marias, Julios, Sashas, and Hiros in our changing schools have a fighting chance at learning to read, albeit at different speeds, different levels, and different times. It will not succeed because of the millions of dollars spent on consultants, but most probably because of the daily grind of dedicated and talented teachers and principals (many of whom are our alumni) working directly with children, their parents, and the community to figure out how to create environments that support each learner’s unique needs.

**Introducing Our New Faculty and Staff Members**

**Bonnie Apple**

Bonnie Apple was hired as a half-time Visiting Instructor for the Rose Institute for Learning and Literacy. She is teaching the
methodology and practicum courses in the program.

**Bonnie** has a B.A. in Psychology from Boston University, an Ed.M. in Reading Education from Harvard University, and is a Certified Instructor at the Spalding Educational Foundation.

**Ryan Fisk**

**Mr. Ryan Fisk**, was hired as a Visiting Instructor, has been an adjunct instructor for the School of Education since 2012. He will teach courses for our physical education and sport pedagogy program and our middle childhood/adolescence education programs. Previously, **Ryan** was Director of Instructional Technology for the North Shore Hebrew Academy, and Health Education Director and Teacher for Elmsford Public Schools.

**Ryan** has a B.S. in Physical Education, an M.S. in Health Education, and a Certificate of Advanced Study in Educational Leadership, all from Hofstra University.

**Dr. Kristie Lynch**

**Kristie Lynch**, hired as a Visiting Assistant Professor, has been an adjunct instructor for our physical education program since 2005. She currently is a part-time physical education/health teacher at North Side Elementary School in East Williston, NY. She also is a part-time figure skating coach at Dix Hills Park, NY.

**Kristie** has a B.S. in Kinesiology/ Movement Science and Applied Fitness from The Pennsylvania State University; a M.S. in Physical Education from Hofstra University, and a M.Ed. in Motor Learning from Teachers College, and an Ed.D. in Health Education, Columbia University.

**Dr. Kenneth Mitchell**

**Kenneth Mitchell** has been hired for the full-time, tenure-track position for the Ed.D. in Educational Leadership at the rank of Associate Professor, beginning January 2015.

**Kenneth** is currently the Superintendent of Schools for South Orangetown Central School District in Blauvelt, New York. Previously, he was Assistant Superintendent for Curriculum, Instruction, and Assessment at Bedford Central School District. He received his B.A. in English and M.S. in Reading Education from SUNY at Cortland and his Ed.D. in Education Administration from Fordham University.

**Anita M. Nordal**

**Anita M. Nordal** was hired as the full-time Assistant Dean for Community Outreach for the School of Education.

**Anita** most recently was a tenured social studies teacher at White Plains High School. Before becoming a teacher, she held senior positions at NYU’s School of Medicine and the Mayor’s Office of Management and Budget in New York City; she also ran a division of an employment program for mothers receiving public assistance.

**Anita** received her A.B. in History from Brown University, Ed.M. in Comparative
and International Education from Teachers College, Columbia University, and post-master’s certificate in Social Studies Education from Manhattanville College.

Kevin Roberts

Kevin Roberts was hired as the Director of Field Placement and Certification.

Kevin was the Executive Director of the Elizabeth Mascia Child Care Center in Tarrytown and Director of Universal Pre-Kindergarten services in partnership with the Tarrytown Union Free School District. Previously, he was Director of Residential Services and Director of MR/MH Services for Lakeside Family Children’s Services in Spring Valley, New York, where he was the administrator of agency programs and services for, among other areas, developmentally disabled persons and children with mental health issues.

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

Renee O’Rourke

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

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

Please give a warm welcome to Bonnie, Ryan, Kristie, Kenneth, Anita, Kevin, and Renee!

SOE News

Here’s a look at some of the SOE accomplishments this past year:

New Program Development

- **Science of Reading: Multisensory Instruction** (for Rose Institute for Learning and Literacy). The 13-credit academic program is being offered as a separate certificate or as part of the MPS in Literacy (Birth-Grade 6) and Special Education Childhood (Grades 1-6)
- **Behavior Analyst Certification Board (BACB) Approval**
- **Ed.D. in Educational Leadership Executive Track of Ed.D. (ABD): Pilot launched, Summer I 2014, with 2 courses (7 students)**
- **Manhattanville Education Institute (MEI) Launched March 26th to serve as the professional development/continuing education arm of the School of Education**
New/Renewed/Extended Partnerships

- **Putnam/Northern Westchester (PNW) BOCES** Renewed for 2 existing course/program offerings (Applied Behavior Analysis and TESOL) and 2 new program offerings (Secondary Special Education and Early Childhood and Special Education)

- **New Canaan Country School, CT** School will pay tuition stipend for their apprentice teachers to receive their MAT from Manhattanville

- **Ossining Union Free School District** For Manhattanville Excellence in Teaching Academy to pay $10,000 to each student who serves as an apprentice for 2014-2015 (through Fall 2015) at Park Early Childhood Center

- **White Plains School District** Courses in Educational Leadership, Teacher as Leader, and the Research for Better Teaching

- **Council for Independent Colleges and Universities (cICU) Grant** (pending final approval) will be extended for next year for edTPA professional development.

SOE Team Updates

Academics

**Curriculum and Instruction**
Vikki Fantozzi, Chair

The Department conducted a successful search for a position teaching Childhood Math Methods, and Barbara Allen-Lyall joined the faculty this spring. Barbara has just successfully defended her dissertation and graduated from Lesley University in Cambridge, MA, and is quickly integrating into the department. She is planning to do a workshop focused on early learning in math and the brain for Manhattanville’s 5th annual Early Childhood Conference for professional development in the fall (see page 7).

Victoria Fantozzi worked with her Social Studies methods class to integrate technology into Social Studies instruction at Claremont Elementary School in Ossining, NY. This semester, the teacher candidates worked with third grade students to use technology to extend their study of world cultures and economics. The teacher candidates introduced the students to Glogster, a web 2.0 tool for creating interactive multimedia posters, or glogs. Aligned with the Common Core State Standards for Literacy, the teacher candidates taught mini-lessons focused not only on how to use the technology but also on how to think critically about their choices of digital media. The photo above depicts one group of students sharing their work.
With the advent of the Common Core State Standards in Mathematics, many teachers are being asked to teach mathematics in ways that differ significantly from how they learned it. Parallel to that, there are few opportunities for students who enjoy math to learn more about real-world mathematical concepts in a social, informal learning environment. A collaboration with the School of Education and Department of Mathematics at Manhattanville College aims to change that. The Westchester Math Circle, run by Dennis DeBay and Paul Ellis (Assistant Professor in the Mathematics & Computer Science department), has provided an opportunity for students to experience mathematical problem solving in this real-world context. Problems are selected from many areas of mathematics – geometry, number and operation, algebra, and probability and statistics. The students pictured here are learning about finding patterns in creating polygonal origami.

JoAnne Ferara published a book entitled Professional Development Schools: Creative Solutions for Educators this past spring. It is “a guide for practitioners interested in forming alliances within their community to support teacher and student success,” and follows up on all of the wonderful work JoAnne does with Manhattanville’s Professional Development Schools.

Spring also brought graduation for the first cohort of students in the Education for Sustainability (EfS) program. Sherie McClam held a ceremony for the completers of the requirements for an Advanced Certificate in Education for Sustainability in the Ohnell Environmental Center which was attended by the completers’ families, Shelley Wepner and several members of the Board of Trustees. This cohort also participated in a project to create a new pamphlet to promote the program and to help keep it sustainable! In her ongoing efforts to contribute to the Education for Sustainability community and to recruit students for our EfS program, Sherie co-facilitated the Children’s Environmental Literacy Foundation (CELF) Education for Sustainability summer institute in July. The School of Education has co-hosted this summer institute since 2007, and Sherie has been a co-facilitator since her arrival in 2009.

Early Childhood Education Department
Patricia Vardin, Chair

There is so much going on with the Early Childhood program.

Dana Parsons, an alumna of the Early Childhood Education program and a teacher at the Greenwich Catholic School teaching
first grade, published a book this spring titled *Can Caterpillars Fly?* This picture is from her book-signing in Bronxville, NY.

Alumna [Karen Villa](#) was awarded the Manhattanville School of Education Valiant Award for her outstanding work with young children in East Harlem (see page 15).

The Early Childhood Alumni Association held a celebratory/end-of-the-year dinner for all of our alums at a restaurant in White Plains, New York in May.

This fall, the Department will be offering an early childhood course in Yorktown Heights.

The Early Childhood Department and the Early Childhood Alumni Association will co-sponsor the fifth early childhood conference on Saturday, October 4, 2014 from 8:00AM-1:00PM. The focus of the conference will be on math and science and the Common Core in Early Education.

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Educational Leadership & Special Subjects Department

**Doctoral Program**

Renee Gargano, Coordinator of Applied Research and Fieldwork for the Doctoral Program in Educational Leadership

The 2014 spring semester was an exciting time for members of the Manhattanville Doctoral Program in Educational Leadership. While some individuals successfully defended and completed their dissertations, others embarked on the challenging, yet rewarding, doctoral program experience.

In May, members of the Manhattanville College community, family, friends, faculty, and colleagues of the doctoral program, came together for the second annual doctoral pre-graduation reception. The event celebrated the work of 5 graduates: Cheryl Champ, Timothy Conway, James Filippelli, Ronald Hattar, and Joseph Phillips.

Graduating class of 2014
President Strauss and Shelley Wepner opened the reception with congratulatory remarks commending the efforts of the graduates along with encouraging words for those still hard at work. Yiping Wan, Robert Monson, and Stephen Caldas each introduced their respective advisees and detailed the rigorous research and accomplishments of each graduate. Graduates were then presented with a gift from the college, the faculty, and their hood.

The first “Outstanding Service to Professional Community Awards” was presented to Cheryl Champ. This distinction is given to a doctoral student who has taken the initiative to present research to the professional community both within and outside Manhattanville College. The newly formed Doctoral Alumni Association, led by Monique Reilly and Emily Hersh, congratulated and welcomed the 5 graduates to the association. The growing alumni network promises to continue its strong partnership by working as clinical/adjunct faculty, dissertation committee members, and mentors of doctoral students throughout the various stages of the program.

During the course of the semester, several doctoral students made significant contributions to the Manhattanville community by teaching within the doctoral and master’s level programs. Timothy Conway, Steven Moskowitz, Joseph Phillips, Andrew Ecker, Shelley Fleischmann, Kevin Roberts, Amy Watkins, and Jennifer Wilson have added their skills, talents and new perspectives to a wide array of course offerings within the School of Education.

On May 27th faculty and students welcomed 17 new doctoral students admitted to Cohort 6. Staff provided an overview of the program, and answered inquiries regarding course scheduling, curriculum, program requirements, the dissertation process. Monique Reilly (Cohort 1), Shelley Fleischmann (Cohort 4), and Martin Fitzgerald (Cohort 5) graciously offered their own perspectives on the doctoral experience.

In June, Manhattanville College began a brand new Executive Ed.D. Program in Educational Leadership. The program, facilitated by Robert Monson, has been widely publicized as an opportunity for former doctoral candidates from other institutions who have completed all doctoral coursework to complete the dissertation component. Seven individuals are currently enrolled, and many more have inquired about this unique and innovative program not offered by any other higher educational institution. Tentative plans are underway for a second cohort in January 2015.

Educational Leadership
Lenora Boehlert, Chair

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

We adjusted the course schedule to accommodate working educators. Offering full day classes on Saturdays as an option to the traditional schedule allowed teachers opportunities to pursue classes and coordinate home and work time. Another class provided a hybrid online and in-class option for students. These opportunities balance the demands on teachers with rigorous course requirements.

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

Students continue to report a high degree of interest in hands-on, practical application of theoretical concepts. Our courses give them multiple opportunities to practice the responsibilities they will encounter as a school administrator such as completing a school budget, building a schedule, or presenting at a board meeting.

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

**Physical Education and Sport Pedagogy**

Rhonda Clements, Program Coordinator

**Dr. Clements Goes Back to High School!**

I am respectfully aware that this newsletter has the distinctive goal of sharing creative and purposeful projects that took place over the past semester. I am always excited to share “sizzling details” reflecting special events or accomplishments that have recently occurred in the MAT in Physical Education and Sport Pedagogy program. However, in this issue I would like to share a few words about my decision to “go back to school” and work with secondary-level students in the South Bronx. Granted, I started out as a consultant in a large scale school improvement project. The project was aimed at assisting 16 fully experienced teachers. These teachers had spent most of their careers in one of New York City’s top three “lowest ranking” or failing schools in the Bronx. Furthermore, I was told to expect up to 300 students participating in their physical education class that was set in the gymnasium at one time. I remember thinking, “What a joke... how can any learning be possible?”
After a little more thought, I enlisted the assistance of my dear longtime colleague from Hofstra University and managed to get both of us paid quite respectfully. After all, the school’s demographics and the typical problems that I imagined certainly warranted more than just me teaching one to two days a week. Furthermore, I could not envision being able to accomplish a great deal given the typical obstacles such as programming problems, a lack of equipment, cramped classes, and undoubtedly burned out teachers.

Well, I could not have been more wrong. The teachers were knowledgeable, polite to their students, and practiced some of the best teaching techniques that I have ever observed. In addition, my colleague and I never heard any student use profanity, and when a teacher did need their attention, one blow of the whistle was all it took for 300 students to drop to one knee for complete silence. My colleague and I both were astonished by the skill level, the amount of learning that was achieved and the extent of old fashion sweat that we saw on a daily basis. “Ah!”--- The word daily just might be the key to this large urban school’s physical education and athletic success since my colleague and I saw less than one percent obesity in these classes. Think about it- in a class of 300 high school students only 3 students had any weight or unhealthy issues. This happened over and over again in every class we saw whether it was in dance, yoga, team sports, floor hockey, fitness, or individual sports- all students were physically fit.

Finally, I took my experience of “going back to school” each week very seriously and I look forward to sharing more than 100 pages of reflections, additional school documents, and many lessons plans with my colleagues and graduate students. Most of all, it was wonderful to see skillful physical education teachers participating fully in every class. It was also wonderful to observe secondary level students that still dash to the gymnasium the way they did in their elementary school experience. Going back to school was an education for me!

Literacy Department
Courtney Kelly, Interim Chair

The Literacy Department had a productive spring and summer.

The Literacy Advisory Board met in April to discuss the newly formed Rose Institute for Learning and Literacy. Pledger Fedora pre-
sented about the new courses and their potential impact on classroom teachers’ work with developing readers. The meeting was followed by a reading of a recently published activist children’s book *Allergic to Bullying* by Manhattanville Alum and current literacy graduate student Monique Vagueiro.

For the past two years, Katie Cunningham, Courtney Kelly, and Kristin Rainville have served as the editors of *The Language and Literacy Spectrum*, the journal of the New York State Reading Association. In June, they published Volume 24, which focused on diversity in the era of the Common Core. The issue is available at [http://www.nysreading.org/content/language-and-literacy-spectrum](http://www.nysreading.org/content/language-and-literacy-spectrum).

During the spring semester, students from the department’s Literacy and English Language Learners course worked with students at Jefferson Elementary in New Rochelle to create writing anthologies. Another department highlight was the Literacy Practicum celebration with families at Thomas Edison School in Port Chester. Third to fifth grade students shared their original stories, essays, and articles to an audience of faculty, friends and families.

This May, we honored Barbara O’Neill with the Literacy award while Keri Markiewicz earned honors for Literacy & Special Education. Both women embody the department’s principles; they are creative and compassionate teachers who build on the social and cultural resource of their students.

Special Education Department
Mikki Malow, Co-Chair

The Department of Special Education feels fortunate to participate in a collaborative atmosphere that continues to help all to be productive members of the Manhattanville College community.

A new set of course offerings will begin in Fall 2014 in conjunction with Putnam/Northern Westchester BOCES. The Department will offer the Secondary Special Education Generalist program as well as an Early Childhood Special Education program at BOCES. We look forward to bringing desired special education curriculum to students closer to their homes so that they can take advantage of this exciting opportunity.

The Department also developed a new course addressing the needs of teachers in working with students with Autism Spectrum Disorder (ASD). The course was recently approved by NYSED, and was offered for the very first time to candidates in the Spring 2014 semester.

The Special Education Department is working closely with the new CEC standards to assure alignment to reflect the NCATE/CAEP criteria. We have adjusted the mid-point comprehensive exams. We also have reviewed all Special Education courses to make sure they align with objectives and assignments with the seven (7) new CEC Standards, and address the edTPA and Common Core Learning Standards (adopted by NYSED). We held an adjunct orientation to brief all who teach in the Department of the updates to requirements and coursework. All this is to better prepare our candidates for their pre-service and
professional teaching!

Other programing this past spring included the affiliation with the student chapter of the Council for Exceptional Children, the continued relationship with Hofstra University and its “Adventure Education,” support for and representation of special education students at the School of Education’s Fifth Annual Student Research Day and, of course, the vetting and awarding of the sixth annual Mary K. Humphreys Endowed Scholarship Award to Elizabeth Brodbar on June 7, 2014.

Jump Start
Mikki Shaw, Director

Jump Start, Cohort 13 Dinner-
July 24, 2014

The evening was perfect - the weather warm and balmy, the food delightful, and the attendees extremely happy! Cohort 13 completed seven months of intense coursework, and began their first year of teaching in September 2013. The dinner celebrated the successful completion of that first year. Mikki Shaw welcomed attendees and Linda Molloy read a poem she had written in honor of the cohort. Carolyn McCauley spoke as the student representative and Lillian Edwards spoke for the faculty. Bob Cooper ended the evening with a song he wrote for Cohort 13.

Mikki shared her view of the cohort’s journey:

“Over the last 18 months, you’ve left old careers and started a new one, you’ve returned to being students and you’ve gone on to become teachers. You’ve formed a cohort that has inspired, comforted and at times terrified those around you. You’ve shared friendships, and you have laughed and studied and cried and celebrated with those friends.

I never promised you this year would be easy but I did promise you it would be transformative. And whatever you have done this year, in our classrooms or yours, as an aide, a teacher, whether you were pushing in, pulling out, tutoring or working with kids in summer programs - I suspect it has been transformative. You’ve changed kids’ lives - and you’ve changed your own. There is one issue I need to review with you tonight that may not be happy news. New York State has announced three new exams you will have to take before you are fully certified. They are the

ASAYPYTWAM, a test of your testing skills that will require you to construct a short answer test of your own in 45 minutes while texting on your phone and monitoring the cafeteria during lunchtime. ASAYPYTWAM stands for As Soon As You Pass Your Tests, We Add More.

PSSWNMM is a test of basic skills in managing fire drills, bomb scares, extreme temperatures in the classroom and grading papers in a moving vehicle. PSSWNMM stands for Pearson Stock Slipped, We Need More Money.

Last, there is THMLMM which will test your skills in collecting and returning homework, monitoring bathroom passes, communicating with parents and reminding
students about class pictures without ever running out of gas on the way to work or leaving your lesson plans on the subway. The THMLMM stands for Teaching Has Me Losing My Mind.

But tonight, no tests - just a celebration of your accomplishments, and a tribute to that faculty, mentors and staff who have made the journey with you.”

Community Outreach
Changing Suburbs Institute®
Anita M. Nordal, Assistant Dean for Community Outreach

CSI Educational Forum

The ninth annual Educational Forum was held on Tuesday, April 8, 2014 at Manhattanville.

Keynote speakers were MaryEllen Vogt, Professor Emerita of Education at California State University, Long Beach, whose presentation was titled “The SIOP Model: Providing Diverse Learners with Access to Content and Language,” and David Berliner, Regents Professor Emeritus of Education at Arizona State University, whose presentation was titled “Confronting Educational Myths and Lies with Research, Logic, and by Shaming the Perpetrators.”

The Rose Institute for Learning and Literacy was featured at the luncheon, and six workshops were offered by Manhattanville faculty and doctoral students and by teachers and administrators from partnership schools and districts. These workshops included Academic Vocabulary: Engaging Activities for ELLs; Multi-Sensory Reading Instruction; Psychological Flexibility & Generational Health Decline in US Hispanic Population; Yoga in the Classroom; Pictures, Words, and the Common Core; as well as a workshop on Mindfulness.

CSI Hispanic Parents Leadership Program

A workshop for Hispanic parents on Special Education was held at Manhattanville on June 10, 2014. This workshop was planned and organized by the CSI Parents Committee. The purpose of this workshop was to provide parents of students with IEPs with fundamental information about special education terms and processes. Ileana Rodriguez, CSE Chairperson of the White Plains City School District, presented information about the special education designation process and the rights of parents. Workshops for parents included: “Everyday Literacy” by Courtney Kelly, and Dee Gomez; “Related Services, Speech and Language, and Occupational Therapy Services” by Ileana Rodriguez and “Language Acquisition” by Adrienne Viscardi.

Alumni
Anita M. Nordal, Assistant Dean for Community Outreach

Five School of Education Alumni were honored at the School of Education Graduate Awards & Recognition Ceremony on May 15, 2014.
Hillary Desir (MAT ’14) and Laura Pena (MAT ’13) each received the Inspirational Recent Alumni Award. This award recognizes someone who has graduated from the School of Education within the past 10 years for exceptional contributions to the field of education and/or to the community. Hillary was recognized for her collaborative work in the Bedford school district and Laura for her innovative work with English Language Learners in Mt. Kisco.

Karen Villa (MAT ’10) received the Valiant Educator Award. 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. Karen was honored for her remarkable success in developing individualized reading programs for kindergarten students in East Harlem (see Fall 2013 issue of Education is Life for a more in-depth profile).
Barry Ostrer (MAT ’10) received the Innovative Teaching Award. This award is given to a graduate of the School of Education who has demonstrated innovative teaching that positively affects PK-12 or higher education students’ motivation or achievement. Barry was honored for the inventive work he has done with math students at the Dwight-Englewood School in New Jersey, where he is known for creating a classroom atmosphere that emphasizes and values the process of getting to the answer, not just the answer.

President Jon C. Strauss, Monique Reilly, with nominator Steve Caldas

Monique Reilly (MPS ’00, Ed.D. ’13) received the Alumni Award for Scholarship in Education. 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. Monique was honored for the high quality quantitative research she has conducted in the White Plains City School District and the findings she has presented at the American Sociological Association. The title of her research is “The Influence of Socioeconomic Status, Race, and Physical Activity Levels on Student Achievement.”

We encourage you to nominate distinguished and talented alumni who embody

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the mission of the Manhattanville School of Education. Nominations are being accepted now through March 6, 2015, and may be submitted to anita.nordal@mville.edu.

CSI Professional Development Schools

The Edison Community School, Port Chester
JoAnne Ferrara, Liaison

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

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

Jefferson Elementary School, New Rochelle
Dennis DeBay, Liaison

At the Jefferson Elementary School in New Rochelle, the emphasis last year was centered around three main initiatives: 1) building trust within the school culture and creating professional relationships with many of the teachers, 2) creating a Mathematics Professional Development Network, and 3) continuing to build a relationship between Manhattanville College and the Jefferson School. Lunchtime goal-setting and a mathematics content discussion series were started. Manhattanville undergraduate students were involved with afternoon group tutoring and data collection on how students learn to do problem solving in their field-based mathematics course.

R.J. Bailey School, Greenburgh 7
Nikki Josephs, Liaison

Three student teachers were placed in the building during the Spring 2014 semester, two at the graduate level and one undergraduate. One of the student teachers, Alyssa Hirschberg, took responsibility for decorating her hallway bulletin boards. In addition, Alyssa created, then donated, Emergency Evacuation Kits, complete with first aid materials, clipboards, whistles, and class lists for every classroom in the building.
In March, World Read Aloud Day was celebrated in the building. During the morning, the traditional class schedule was suspended in order for students to participate in the read aloud activities. Community volunteer readers, including Manhattanville students, read a short story from different regions around the world. Each class rotated through the building to experience each regional story.

In April, five teachers of special subjects (Melissa Iamonico, Peter Farah, Claire Cronin, Jenny Elber, and Bob Lance) presented at the Changing Suburbs Institute® (CSI) on the Manhattanville campus. The presentation entitled “Yoga in the Classroom: Research to Practice at Richard J. Bailey Elementary School” highlighted the results of how methods used by teachers trained in “Yoga in the Classroom” can impact student-learning outcomes. The presenters discussed yoga poses, breathing, and relaxation exercises designed to be done at a student desk with limited space and provid-
ed participants with a hands-on and interactive opportunity to practice each method.

George Washington Elementary School, White Plains
Joan Goldsmith, Liaison

While supervising four student teachers in the fall semester and four in the spring semester, I became an integral part of the George Washington community as a first-year PDS liaison.

A family reading night was held in the spring semester and the spring student teachers designed appropriate activities for the event. At the request of the principal, I provided professional development to several supervising teachers. This PD focused on assistance with social studies, math, and English language arts integrating instruction with the Common Core.

With the student teachers and the teachers of the 3rd, 4th, and 5th grades, we created the program and activities for the College to Career Week. These included a College Scavenger Hunt and a Bingo Game which occurred prior to students’ visit to Manhattanville.

The student teachers also helped to create bulletin boards with monthly displays on relevant topics for the main corridor.

One of the student teachers at George Washington was fortunate to secure a leave replacement for the spring and another student teacher secured a position teaching English in Switzerland for the fall.
The Professional Development School at Fox Lane Middle School
Bedford Central Schools
Loretta Burke and Loretta Butler, Liaisons

Each year the National Association of Professional Development Schools holds a conference attended by professional development schools from across the country. In March, 2014, Bedford presented in Las Vegas, “Winning Big: A District’s Approach to Reframing Pre-Service Teacher Education.” This was an opportunity to share our unique intern program with other schools. There were no other professional development schools who hire paid interns as employees of the district.

From left to right, Angelique Johnson, House Director Fox Lane Middle School, Loretta Burke, PDS Liaison Fox Lane Middle School, Loretta Butler, PDS Liaison Mount Kisco and Bedford Village Elementary Schools

Bedford Village Elementary School
Loretta Butler, Liaison

On June 3rd, Bedford Village Elementary School proudly celebrated the official one-year mark of its Professional Development Partnership with Manhattanville College. Bedford Village Elementary School Principal, Karen Eldon, Assistant Superintendent, Drew Patrick, and Shelley Wepner shared remarks before cutting the ribbon to mark the formal recognition of this occasion. As part of this partnership, Bedford hosts graduate students in many ways: as classroom observers; as participants in graduate classes offered on site; as PDS Fellows, graduate students who volunteer for 3 hours each week in classrooms; as student teachers who are placed with one teacher and class for 14 weeks; and, as interns, graduate students who are employed by Bedford to work in classrooms, furthering their learning while benefiting students and teachers. Speaking for our interns was graduate student, Laura Henry, and for our student teachers was alumna, Jacqueline Smith. It is the commitment of the Bedford Village faculty and administration that supports the growth and development of these teacher candidates. The altruism of staff in giving back to the profession conversely deepens their own practice and reflection.

Mt. Kisco Elementary School
Loretta Butler, Liaison

On Tuesday, June 16th, Mt. Kisco Elementary celebrated their one year milestone as a Professional Development School with a
“Ribbon Tying Ceremony.” Acting on the suggestion of a 5th grade student, we tied the ribbon to showcase our unifying partnership, rather than cutting it. It was a wonderful celebration with all staff, students and Manhattanville representatives. In honor of this partnership, Shelley Wepner and Andrew Patrick, Assistant Superintendent of Curriculum, Instruction and Assessment, both addressed the audience. Principal Susan Ostrofsky welcomed guests and spoke of the value of the PDS. Assistant Principal Kweon Stambaugh prepared a thoughtful program that included a photo presentation and a speech by Alex Pandolfi, a Manhattanville graduate who spoke on behalf of the Interns. We look forward to our continued collaboration in the upcoming school year!

In a power-point presentation given at the event Minda Lees, a teacher in the school said, “As a PDS school, we are fortunate to have our Manhattanville Interns to act as substitutes in our classrooms. The interns have gotten to know the children at MKES, and so when the interns sub, the familiarity and relationships they have built with the children, help to ensure good teaching and learning are happening in a teacher’s absence! In addition, the interns learn from the mentor teachers as they work with different teachers each month throughout the year! It is a WIN WIN for ALL!! “

Head teacher Sally Corsaro was quoted as saying the following:

- An Inspiring experience that reminds us why we became teachers
- Infused a new energy and enthusiasm into the classroom
- Heart-warming to watch young aspiring teachers be loved by our kids
- A huge benefit to the classroom teacher to have such assistance
- Wonderful to watch them become a part of our MKES family

And student, Lorenza Tribacher said, “As a teaching fellow at MKES, I have the opportunity to apply what I learn in my graduate courses to the real world and to learn by doing. My experience has included working with and learning from dedicated teachers who are so generous in sharing their experience and teaching practices. A central part of being a fellow is directly working with and focusing on the students. Being actively engaged in a school community is an extremely enriching part of my professional development.”
Spring semester in our PDS was focused on preparing our three student teachers for their final portfolio submission to edTPA. Along with our regular seminar topics and activities, student teachers gathered parent video releases, video-taped themselves, selected, clipped and wrote commentaries on their teaching. Student teachers conducted a Community Investigation and presented their findings in a Pecha Kucha format to gain an understanding of the school’s community. Student teacher in the English zone of third grade, Rachel Fuller, honed her differentiation skills through a lesson on American symbols. Samantha Felder, student teacher in a first grade inclusion class, had the opportunity to incorporate her love for yoga into her lessons and was asked to provide yoga instruction to the entire school on Healthy Kids’ Day. Samantha was also interviewed and photographed for articles about edTPA and student teaching by The Journal News. Jack Bramswig brought history to life when teaching about Port Chester history in a fourth grade inclusion class.

Park Avenue hosted EDU 2010: Educating Children with Diverse Needs. Undergraduate students worked with students in Jennifer Dominguez-Carriero’s fourth grade inclusion class. This field-based course provided Manhattanville undergraduate students firsthand experience tutoring students with diverse needs as well as giving Park Avenue students one-on-one instruction.

Lunch and Learns continued as a form a professional development for teachers and myself. Research on work done in our PDSs was presented at national and international conferences.

The semester ended on a high note with the Changing Suburbs Institute® Consortium and Park Avenue School co-sponsoring the 1st Annual Dual Language Symposium at Manhattanville College. Keynote speaker, Nancy Cloud, from the University at Rhode Island presented the topic of "Ensuring Quality in Your Dual Language Program" and also lead a workshop on "Dual-Language Curriculum Design in an Era of Common Core." Additionally, the topics "Supporting Dual Language Learners through Differentiation" and "NYS Blueprint for English Language Learners' Success" were presented by Alison Provenchure, Bilingual Special Education Specialist for NYC Department of Education, and Manya Boutneneff, Executive Director, NYS Hudson Valley BRE-RN at Ulster BOCES, respectively. Over 40 teachers and supervisors from our PDS districts of Ossining, Bedford, Mamaroneck, White Plains and Port Chester attended.

Everyone at Claremont Elementary School is excited for another great year as a PDS! With the return of the superior administrative team of Principal Kate Mathews and Assistant Principal Ferzeen Shamsi, the Ossining/Manhattanville collaboration is in trusty hands. Add the veteran liaison, Bob Cooper, and the prospects look great for another fine year.

Claremont’s PDS plans for Fall 2014 include activities and learning opportunities for students, teachers and parents. For the
parents, the all-important curriculum night is on the docket for earlier in the school year than usual....November. The Common Core Curriculum will likely be at the center of the agenda and the difficult questions parents have will be addressed. Also, some parents will attend the annual CSI conference held in the fall. Claremont has sent groups of parents to this conference for several years, and hopes to do the same this year.

Cooperating teachers will continue to learn about their own craft as they mentor Manhattanville’s student teachers assigned to Claremont. These mentoring relationships have been very successful at CES....this process really works here! The Writing Study Group will continue, as well. Last year 10 teachers met for 15 hours to study the writing process, to look at student work, and to talk about their own practice. With the leadership of Claremont’s Literacy Coach, Cory Jackson, we hope to continue this work for another year.

Claremont’s students also enjoy the benefits of attending a PDS. This year, Manhattanville’s student teachers will offer tutoring in the morning before school starts. Identified students will receive extra help in reading and math. In addition, the annual Science Fair will again have support from Manhattanville in the form of student teachers helping 4th graders formulate plans for their projects. Last spring we had over 50 students participate in the fair...it was a rousing success!

Throughout the year there will be many other opportunities for Manhattanville’s PDS collaboration to support the Ossining school community.

It should be an exciting and fun year of growth and learning at Claremont!

Alexander Hamilton High School
Bill DiBartolo, Liaison

The spring, 2014 semester was a busy and rewarding time for our student teachers. Chelsea Bystrak (ELA), Sadie Heald (Biology), Colin McGinnis (Social Studies), and Julie Pfeifer (ELA) worked on developing their teaching skills. This was also a challenging time for them as this was the first official submission for them of their edTPA portfolios. The work was very intense as they had to identify the needs of their students, analyze their work, and develop units of study to help the students improve their skills. The school administration and faculty were most supportive of them in their efforts. As of this writing, all of those who have submitted their materials have received a passing grade.

During August, the school administration, department chairs, and cooperating teachers are hosting an orientation session for the incoming student teachers.

In recognition of Maria Kelly’s outstanding work, she was hired for the spring as a Teaching Assistant. In addition, Sadie Heald was also hired by the school as a TA at the completion of her student teaching experience in May. There are currently four student teachers from the past two years who are employed full-time in the school.

In February, the Junior Class attended a College Day Orientation at Manhattanville. The students were given an extensive tour of the campus, and they also observed student life and activities on campus. In
addition, they met with Admissions Counsellors and student representatives for a very lively Q & A session. This was the third year that Manhattanville hosted this program for the Hamilton students.

As an ongoing need expressed by the school, efforts are still underway to implement a structured middle level program for grades seven and eight. Teachers Bettina Spargo, Francine Thomas, and Assistant Principal Andrea Hamilton are still working on this effort. Plans are underway to broaden their experience with participation in the Annual New York State Middle School Association Convention in October.

Student Outreach

Kappa Delta Pi (KDP)
Rick Heckendorn, Advisor

Thirteen new members of KDP were initiated May 8th. KDP chose Dennis DeBay to be the keynote speaker.

Approximately 25 KDP officers from as far back as 2005 attended the Officers’ Reunion Dinner to reminisce about their time at Manhattanville and celebrate all that this education honorary does to develop students professionally. President Jon C. Strauss provided the welcome. Rick Heckendorn’s foresight in bringing his past and current officers together for the first time was appreciated by all who attended.

Council for Exceptional Children (CEC)
Mikki Malow, Advisor

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

The Manhattanville CEC chapter sponsors events throughout the year. This past year, the CEC sponsored two events that hosted a panel of five parents who have their own children with special needs at home. The parents discussed their experiences with the convergence of school systems, teachers, other parents and students with exceptionalities. These evenings were a resounding success and those in attendance asked for more! As a result of the interest, another evening of parent presentation and dis-
A sponsorship is being sponsored this fall. On **Monday October 13, 2014 from 7-9 pm in Reid Hall**, the CEC will host an informative and inspiring evening of stories and discussions with parents who have lived to tell the tale! **Save the date!**

**From Our Administrative Offices**

**Highlights from the Office of Field Placement, Certification, and Community Outreach**

Gail Robinson, Director

In the spring 2014 semester we had 112 student/supervised Teachers and 29 field supervisors.

Child Abuse, SAVE, and DASA Workshops continue to be offered each semester.

In June, after over 30 years of service to the college, **Gail Robinson** retired from her role as Director of Field Placement, Certification, and Community Outreach. A celebration, in her honor, with over 100 attendees, was held on May 7th. We wish her a relaxing and restful retirement.

In July, we welcomed **Kevin Roberts** as the new Director of Field Placement and Certification (see bio on page 3).

**Update From Graduate Admissions**

Jeanine Pardey-Levine, Director

The Admissions office has been quite busy during the summer months converting applications and endeavoring to secure a robust Fall 2014 and Spring 2015 class. With the addition of a fall cohort for Jump Start, the ABD program and the Manhattanville Excellence in Teaching Academy, we have been launching new marketing and media campaigns as well as hosting special Information Sessions in an effort to recruit students for these new programs. We are currently ahead of last year, both in applications and new admits, and are optimistic that the yield from our July open house will bring an extra boost to our numbers overall.

Our office is in the process of finalizing our expanded fall travel schedule to an array of graduate school fairs throughout the region, focusing on our key feeder schools. We will be “on-the-road-again” from mid-September through early November.
We have begun the process of completely re-designing our website. The College is working with Spark 451, a marketing and brand development agency which specializes in higher education, to create a website that will serve the marketing and recruiting needs of undergraduate and graduate programs.

Additionally we have launched another full-scale online campaign purchasing banner ads on hundreds of websites, all geo-targeted, based on consumer and behavioral searches. These ads are also interchangeable, so if/when we have an upcoming event, we can temporarily switch to a promotional ad with a link for more information or to RSVP.

We continue to increase our search optimization with every new program; traditional mailings are still in place for new programs and initiatives, as well as our always successful radio campaigns. In addition, we ran a series of print ads in conjunction with Undergraduate Admissions and the School of Business in the Westchester Business Journal.

We continue to work with our Center for Career Development to raise awareness among our own Manhattanville College undergrads to our Fast Start program, distributing fliers, posters and email blasts. We are scheduled to participate in their Career Development and Grad School Panel in October.
Faculty Accomplishments From January 2014-May 2014

Publications:
Berté, B., Malow, M. S., & Gómez, D. W. (2013). Warm demander pedagogy: Managing behavior through the 3 R’s of insistence. In A. Honigsfeld & A. Cohan (Eds.), Breaking the mold of classroom management: What educators should know and do to enable student success (pp. 87-94). Lanham, MD: Rowman and Littlefield Education. (Barbara was a student in Mikki's research course EDU 5550.)


Fedora, P. (2014). What all reading teachers should know and be able to do. Kappa Delta Pi Record, 50(1), 24-30.


Presentations:


Davis, K., Frank, A., Clements, R., Culp, B., Richards, A., Jones, F., James, M., Strong, J., & James, M. (2014, April). Innovative teaching practices in physical education for diverse K-12 schools. Paper presented at the annual meeting of SHAPE (Society of Health And Physical Educators) America (Formally AAHPERD), St. Louis, MO.


Haiken, M. L. (adjunct, literacy) (2014, March). Media literacy in action: Teaching critical thinking and digital citizenship in a media literacy course for middle school students. Media Literacy Research Symposium, Fairfield University, Fairfield, CT.


August
Field Supervisors Orientation
Monday, August 25, 2014, 2:30-4:00 pm, East Library

Student/Supervised Teaching Orientation
Monday, August 25, 2014, 2:30-4:00 pm, East Library

Adjunct Orientation
Tuesday, August 26, 2014, 3:00-4:00 pm, East Library

September
Cohort 6 Doctoral Welcome Reception
Wednesday, August 27, 2014, 11:00 am-1:00 pm, Ophir Room

edTPA Field Supervisors Meeting (Part I)
Wednesday, September 17, 2014, 2:30-4:00 pm, East Room 1
*Field Supervisors Required to Attend

edTPA Student Meeting
Wednesday, September 17, 2014, 5:00-6:30 pm, East Room 1
*All students must attend one of the edTPA sessions

edTPA Student Meeting
Thursday, September 25, 2014, 5:00-6:30 pm, East Room 3
*All students must attend one of the edTPA sessions

October
edTPA Field Supervisors Meeting (Part 2)
Thursday, October 2, 2014, 2:00-4:00 pm, Ophir DR

SOE Alumni Board Meeting
Thursday, October 2, 2014, 4:30-6:00 pm, Holladay Room

Early Childhood Education Conference
Saturday, October 4, 2014, 8:00 am-2:00 pm, Reid Castle
Conference Title: Math, Science and the Common Core
Keynote Speakers: Dr. Jacqueline Grennon Brooks, Professor, Curriculum & Teaching
Director of the IDEAS Institute, Creator & Director of STEM Studio, Director of Secondary Ed-
ucation program at Hofstra University
Fee for students is $15 or sign up for a 1 Credit course with a discount. Contact Patricia Vardin
for more information

The Office of Career Development and the School of Education Event:
Resume, Cover Letter and Interview Skills Workshops  
Wednesday, October 22, 2014, 4:30-6:00 pm, Reid Castle

SOE Alumni and Kappa Delta Pi Presents a Workshop: Holocaust Documentation and Denial: The Web and Beyond  
Wednesday, October 29, 2014, 4:30 pm-6:30 pm, Ophir DR  
Presenter: Marlene Yahalom, Ph.D., Director of Education for the American Society for Yad Vashem

November  
School of Education Distinguished Lecturer Series  
Wednesday, November 5, 2014, 4:20-6:00 pm, West Room  
Topic: Gender differences in mathematics achievement and the role of spatial skills in explaining these differences  
Speaker: Dr. Marina Vasilyeva, Associate Professor, Applied Developmental Psychology, Lynch School of Education, Boston College

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

Certification Information Session  
Thursday, November 13, 2014, 4:20 pm, East Room 1

SOE Alumni and Kappa Delta Pi Presents a Workshop for Teachers: Holocaust Documentation and Denial: The Web and Beyond  
Presenter: Marlene Yahalom, Ph.D., Director of Education for the American Society for Yad Vashem  
Wednesday, November 19, 2014, 4:30 pm-6:00 pm

Look for additional events sponsored by the School of Education. Dates and times may vary. Please check with School of Education before attending.

Edited by Jody Green, Assistant Dean for Graduate Advising