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

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

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

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

SHELLEY B. WEPNER
Dean and Professor, School of Education

50 Years! Your alma mater celebrated 50 years of offering graduate degrees in education at Manhattanville College this past June. In 1965, Manhattanville College of the Sacred Heart offered for the first time a Master of Arts in Teaching in Elementary and Secondary Education for female graduates of accredited liberal arts colleges. In 1966, 15 young women graduated with their master’s degree in education. One of those first 15 graduates, Abla Antar Bahret, spoke at our celebration to share her memories as a student.

Since 1966, thousands of students have followed in the footsteps of the first 15, earning bachelors, masters, and—more recently—doctoral degrees and embarking on or continuing rewarding careers in education and other fields. What was initially a department within the College became a school of its own in 2009 and now has graduated the first 13 doctoral students!

Our School of Education now offers the widest array of graduate programs in education in Westchester County, with our dual degree certification programs serving as an important option for helping with job placement. In recognition of our desire to reach out to individuals with an entrepreneurial and creative bent who do not intend to be classroom teachers, we developed, in conjunction with the School of Business, a M.Ed. in Education Entrepreneurism. This new program is for those interested in developing businesses related to education, such as tutoring, consulting, early childhood/day care centers, preschools, learning centers and publishing; or working in businesses, foundations, and non-profit organizations that are related to education.

In addition to celebrating this 50th anniversary, we celebrated the 10th anniversary of our Changing Suburbs Institute® (CSI), our signature community outreach initiative. We now have 13 partnership schools in seven changing suburban school districts to prepare teacher candidates, help with K-12 faculty development, and enhance K-12 student learning. Our CSI parent outreach initiative with Hispanic parents has been noticed by the U.S. Department of Education for its efforts to support parents as they work with their respective schools to help their children succeed in school. We recently honored three school district administrators—Marge Clarkson, Maria Flores, Ray Sanchez—for their longstanding support and involvement with CSI at our annual educational forum.

Especially significant to the School and College this past year was the official implementation of the Rose Institute for Learning and Literacy that was established by alumna Sandra Priest Rose. In May, six extraordinary teachers—five from the City School District of New Rochelle and one from the Greenburgh Central School District—became the first cohort of students to receive a Certificate of Advanced Study in the Science of Reading: Multisensory Instruction by successfully completing the 13-credit graduate program. The successful implementation of the Rose Institute has now led to a partnership with the New York City Department of Education, in concert with the Reading Reform Foundation of New York, to offer this program to 22 teachers across the five boroughs in New York City. This literacy intervention pilot program offers New York City teachers the opportunity to learn how to use the Spalding methodology through coursework and 60 hours of one-on-one mentoring in their own classrooms. This program aligns with Chancellor Carman Fariña’s vision of providing professional learning opportunities that will develop expertise among school leadership and staff to support capacity building within schools.

Our partnerships with schools, school districts, teacher centers, and BOCES continue to flourish. We now have a partnership with Rockland County Teachers’ Center to offer master’s degree programs in special education. We also established a partnership with Putnam Valley Central School District and Mt. Pleasant-Blythedale Union Free School District to begin a new Manhattanville Excellence in Teaching Academy (META) program in Childhood and Special Education. Students accepted into this clinically-rich program receive a significant scholarship and become paid apprentices in these two school districts for their entire program. A Mary K. Humphreys Scholar fund was established by the Humphreys family for two students in this particular META program to recognize graduate students’ desires, efforts, and spirit to help children with special needs.

Your alma mater should be a great source of pride for you. Our extraordinary team of faculty, administrators, and staff continues to build on our school’s outstanding reputation for preparing and professionally developing educators and professionals in allied fields. Your alma mater has been recognized by the school district community, media, New York State Education Department, New York City Department of Education, and professional associations for its talented and influential alumni base. And you, as our legacy, are our greatest source of pride for your contributions to our beloved profession. Please let us know what you are doing and how we can engage you. Reach out to Heidi Sakanaka, our new director for alumni relations at heidi.sakanaka@mville.edu, to convey your stories, brag about your achievements, and communicate your wishes for ways in which we can continue to grow in the most notable ways possible.
The School of Education Celebrates its 50th Year

On Friday, June 5, 2015, the School of Education celebrated its 50th year of preparing students for positions in the field of education. In honor of this anniversary, more than 60 alumni, faculty and guests gathered in the O’Byrne Chapel. Following a welcome by Dean Shelley B. Wepner and reminiscence by Abla Antar Bahret (a member of the first graduating class of 1966), Jim Langlois, district superintendent of Putnam/Northern Westchester BOCES, gave a thought-provoking speech on the state of education. Dr. Langlois, who had been recently named the New York State 2015 Superintendent of the Year, outlined the challenges facing education in the United States, both real and perceived, as the audience listened intently. The group then gathered to watch President Jon C. and First Lady Jean Strauss preside over a ribbon-cutting ceremony, commemorating the new School of Education Heritage Hall. Delicious food was then served and guests stayed to catch up with one another and discuss the observations that Dr. Langlois had made.

Highlights of Dr. Langlois’s speech included:

**On the challenges facing public schools...**

“Most critically, we are all faced with increasing general restrictions on our ability to fund public education. The tax cap and the tax freeze prevent local communities from investing in their schools and students even when a majority of their voters wish to do so. At the state level, in spite of modest increases in aid over the past few years, our schools are still funded at a level below what was in place in 2008. Scarce resources are being funneled away from needy schools to support charter schools and now, as I mentioned earlier, an effort is being made to move more tax resources to private schools as well. These constraints and drains have resulted in tens of thousands of New York educators losing their jobs, in rising class sizes and in the stripping away of many essential learning opportunities that exist outside core academic courses. Particularly in our neediest schools, music, art, other enrichment, advanced STEM and AP courses are just some of the victims of this persistent squeeze on resources.

Speaking of our neediest schools, inequity in financial resources among school districts is particularly egregious in New York. We have school districts so poorly resourced that they can barely provide students with the minimum requirements of an adequate education and are unable to compete for the better candidates for teaching jobs. And at the other end of the spectrum, we have some of the best resourced school districts in the world, districts that can provide all the enrichment one could wish for students, can easily afford to hire the absolute best teacher candidates and compete easily with the best schools in the world. And these are not problems that are exiled beyond our horizons — on the darker streets of New York City in or some desperately poor corner of the Adirondacks. Right here in Westchester, there is Scarsdale not far from Mt. Vernon, Briarcliff Manor just up the river from Yonkers. It will be difficult to provide every student in New York’s schools with what he or she needs as long as such extreme disparities remain unchallenged. Part of the path forward is a recognition that there is a limit to what we can accomplish while ignoring the larger issues of poverty and inequality, but we can still do a lot. Resources supporting public schools must be increased and at the same time targeted more tightly on the schools most in need. It is ironic — and tragic — that the schools most in need in New York often house the most diverse populations, English Language Learners and Special Education students, who need the best trained and skilled teachers. While there are many dedicated teachers committed to such schools, there are many others who are there because they aren’t skilled enough to get jobs in more competitive, wealthier districts.”
On the subject of reform movements…

“They come and they go. In general, they never really work — because they’re all based on the wrong theory of action: they begin with the premise that schools and the people who are in them are failures; therefore, they can’t possibly be part of the solution. And so the years and the reform movements go by and we try to cherry pick a little, salvaging the bits and pieces of each reform that actually make sense while fending off the rest as best we can. The good news is that in spite of all these outside efforts to fix us, public schools have been getting steadily better year after year. If you think about a classroom 50 years ago and what we taught in it, it was amazingly impoverished compared to the teaching and learning in a classroom today. We teach far more complex material, to far higher standards, to far more diverse and challenging student populations. And we do it with steadily improving success.”

On testing …

“But in these days of testing mania, the tests have taken on far more weight than they can effectively bear. They provide one small piece of accountability and should be restricted to playing that modest role.”

“The other problem is with the narrow focus of many tests. What about those famous 21st Century skills? How do our standardized tests measure collaboration, creativity, innovation, entrepreneurship? How are we preparing our students for a world that hasn’t even been invented yet?

And what about the learning that truly matters, the learning that endures? I remember Maxine Greene, that great philosopher of education at Teachers College, saying, “The more important the learning, the harder it is to measure it.” David Steiner, when he was briefly commissioner, once described the educated student as one who could make her way through life never alone because of the conversation she would always be having inside her head with Socrates or Thomas Aquinas or whomever brought some insight to her current condition. Where in our standardized tests is the great sweep of the Western intellectual tradition — the wisdom of all those dead, white males, now deeply enriched by the insights of women and people of color and the rest of the world? And where is the echoing cry for social justice?…whether it is focused on how to deal today with the widening gulf of inequality between the 1 percent and all the rest, or is able to look back across 50 years — like I can look back to myself as a scrappy Georgetown undergraduate joining so many others on the march from Selma to Montgomery, a march we are reminded by too much death and poverty, that is still unfinished, that still goes on today. And where is the radiance that shines forth from all around us and from the best of what we create — the holy, the sacred, the beautiful… the mystery?

A lot of that is pretty tough to capture on a standardized test.”

On Common Core…

“But there are many new rays of hope in public education. However flawed, the Common Core Curriculum Standards have begun to successfully challenge some of the pockets of mediocre pedagogy that persist here and there around our state. In fact, most school districts are pleased with the way the Common Core, and even APPR, have generated richer discussions among teachers and between teachers and administrators about teaching and learning.”

In conclusion…

“And so today we celebrate a half century of commitment, of vision, of creativity, and of success. And we look forward to the next half century of similar successes. And, along with Manhattanville, every one of us here today also deserves to celebrate…because we are all, after all, students and educators. And what we celebrate is our lifelong acceptance, our embrace, of a sacred trust. I and you—each and every one of you—carry on your shoulders everything we have learned, year after year, since those wizened elders sat around a campfire 10,000 years ago and passed on their tribal wisdom and traditions on to a circle of wide-eyed children. No reform movement, no benighted budget cuts, no culture wars can take that radiant trust from off your shoulders. Bear it proudly. Build it forward. It is you, each in your own way, who lead the creation of the future out of the past. For that, today we celebrate and for that, to each and every one of you, thank you.”
Bucket List Item: Travel to Cuba. Check!

On June 9, 2015 a life-long dream came true— I landed in Havana’s José Martí International Airport with my husband and my daughter, Julia. I immediately thought of my parents. As a young man, my father made several trips to Cuba to recruit farm workers for his uncle’s cauliflower farm. He told enchanting stories of his escapades in Havana. He promised to take my mother one day. Well, history, the U.S. embargo on Cuba and his passing in 2004 prohibited the fulfillment of that promise. Fortunately, I had the opportunity to travel there and my mom, now in her late 80s, vicariously experienced the trip through our stories, photos and reflections once we returned.

I found Havana to be a city of contrasts. At moments I felt as though it was the late 1950s and I was part of an “I Love Lucy” episode — classic American cars in pristine condition cruising along the Malecón, rumba music streaming from buildings day and night, palatial colonial buildings flanking the Prado, Tropicana show dancers wearing plumed headdresses reminiscent of Carmen Miranda. And in a blink, a modern European yellow mini-cab passes the classic American car, a turn of a corner presents a high-rise building, a newspaper article reports on Havana University’s School of Medicine’s cutting edge cancer research, and a balladeer in a night club sings contemporary songs. The constants, however, were music and dancing, day and night, in rooftop clubs and free style in the streets. Rumba and its seductive percussive rhythms.

Our educational study group consisted of full-time and adjunct faculty, as well as administrative staff from my husband’s college, Hostos Community College (CUNY). Our educational trip was centered at the Centro Martiano which devotes its research and studies to the works of Cuba’s national hero, José Martí (1853-1895) (The lyrics of the famous song “Guataramera” are from his poem “Versos Sencillos”).
Each morning we met with Cuban professors and attended lectures about Cuba’s educators and educational system. In addition to the Centro’s devotion to Martí, there is star-shaped tower, a statue of Martí and surrounding gardens at the Memorial José Martí in Revolution Plaza. Inside, along-side the artifacts memorializing his works, are Venetian tiled murals with gold inlayed quotes from his works. I became inspired by Martí’s timeless, profound words:

Education begins at the same time as life, and ends only with death/La educación empieza con la vida, y no acaba sino con la muerte.

Teaching, which is the most beautiful and honorable thing in the world/enseñar, que es lo más bello y honroso del mundo.

A school is a forge of spirits /Una escuela es una fragua de espíritus.

Students are the bastion of freedom/ Los estudiantes que son el balarte de la Libertad.

To know how to read is to know how to walk. To know how to write is to ascend/Saber leer es saber andar. Saber escribir ascender.

In 1961, Cuba’s leader, Fidel Castro took Martí’s words about literacy to action. At that time the literacy rate in Cuba was approximately 60 to 74 percent. To remedy the situation, Castro formed an official literacy campaign. Castro called for 100,000 volunteers ages 13 and older to go into the countryside to teach literacy. 105,000 students, most of whom were 14 to 16 years old and half who were female, volunteered to leave their homes, lived in rural areas with host families, worked in the field with them during the day and taught them to read and write in the evening by the light of a lantern. The student volunteers were given a crash course in teaching reading and writing by another volunteer group of 250,000 teachers. After one year of the literacy campaign’s implementation, the national literacy rate was reportedly 97 percent and illiteracy was considered eradicated. One piece of evidence used to measure literacy, and sanctioned by UNESCO, was a final exam – writing a personal thank you letter to Castro. Thousands of those thank you letters as well as documentation commemorating the entire campaign are housed in the National Museum of the Literacy Campaign in Havana. Today Cuba continues to boast an extremely high literacy rate of 99.8 percent. The ‘method’, which includes the use of primers as did the 1961 campaign, has been implemented in some 26 nations. This museum visit was the highlight of our trip for me.

As I write this, Pope Francis is in Cuba on his papal visit and celebrating first communion with 10 Cuban children. Cuba and the US have re-opened embassies in Havana and Washington, D.C. There is an agreement to restore ferry service between Florida and Cuba. Cuba is on the precipice of great change. I feel fortunate to have traveled to Cuba during this transformational moment in U.S.-Cuban history. May Martí’s words serve as guidance.

To forgive is to triumph /...perdonar es vencer;

To think is to serve/ Pensar es servir; and

Presidents should serve to unite, not to divide/ Los presidentes son para unir, no para dividir.

A child’s thank you letter to Fidel Castro
The Rose Institute for Learning and Literacy:
First Annual Certificate Celebration held in Reid Castle

The Rose Institute for Learning and Literacy had a very busy and productive year, working intensively with the first cohort of six graduate students. These students, five teachers from Columbus Elementary School in New Rochelle, New York and a teacher from R.J. Bailey Elementary School in Greenburgh, took the two methods courses offered by the Institute and participated in a year-long program of on-site mentoring culminating in an Advanced Certificate in the Science of Reading: Multisensory Instruction. It was a wonderful experience for all. The teachers acquired a new repertoire of skills to teach the foundational skills of literacy; the elementary school students in grades K-3 mastered and applied their newly acquired knowledge of phonograms and comprehension strategies to their reading, writing and spelling; the mentors shared and demonstrated their knowledge of the Spalding Approach.

Everyone’s success was celebrated at our First Annual Certificate Celebration held in Reid Castle at Manhattanville College on April 30. Corinne Rello-Anselmi, deputy chancellor of Specialized Instruction, New York City Department of Education, was the guest speaker. Dr. Rello-Anselmi spoke of how important this kind of teacher preparation is to the eventual success of children who have difficulty learning to read.

Members of the first cohort shared their reflections and their certificates were awarded. Letters and books made by the elementary students who participated in the training were given to Sandra Priest Rose. Guests were given the privilege to view and read these creations, the result of good, explicit, systematic instruction in the foundational skills of reading and writing.

The new academic year involves partnerships with two school districts. Twenty-five teachers from the Mt. Vernon City School District participated in a two-week professional development session taking the first methods course. In addition, the first methods course was given to 22 teachers from the New York City Department of Education who are participating in the full credit bearing, certificate program, including the in-class mentoring during the 2015-16 academic year.

In order to meet the increasing demands of the program, the Rose Institute hired two new mentor trainees who participated in the first methods course. They will continue their active involvement in the program, shadowing certified mentors in affiliated schools during the school year.

The Rose Institute looks forward to another exciting year continuing to empower teachers to help their students become competent and enthusiastic readers, spellers and writers.
Once upon a time in 2011, Dasha Alexander entered Manhattanville’s Jump Start program, the College’s accelerated program for teacher certification, and, although she wasn’t educated in or particularly familiar with New York City schools, Alexander embraced the entire borough of the Bronx. And she fell in love… she fell in love with a little charter school in a northern corner of the Bronx where teachers were happy to teach, and where they worked and studied hard to increase their professional skills, and where the kids thrived.

The Bronx Charter School for Better Learning (BBL) houses approximately 500 students grades K-5; 91 percent black and primarily first generation from Jamaica and Africa. Founded in 2003 by a trio of committed and experienced educators, BBL has developed a reputation for being innovative but data driven, nurturing but rigorous.

After spending two years as a classroom teacher, Alexander was selected to become the fifth grade academic leader, and in her current position she does professional development for other teachers and group academic intervention for students.

Now in her fourth year at the Bronx Charter School for Better Learning, it’s still a love affair between Alexander, the school and her kids. Even more exciting, Alexander worked this year with her director, Dr. Kevin Brennan, to share the love with Manhattanville College. Together, they designed and implemented an internship program for Jump Start students, a program that offers our students an initial paid internship at her school, and after intense training, an opportunity for an employment contract the following year.

Alexander has been tireless in helping to implement this program — she has come to Manhattanville multiple times to speak about it, answered innumerable emails and hosted visiting candidates. Because of her ideas and energy, we had four Jump Start interns at her school, two of whom have successfully completed the training and been offered a contract. In February of 2016, BBL will begin another round of internship training offered exclusively to Manhattanville’s Jump Start students.

Alexander was a remarkable student, she is a remarkable teacher, and now, as the Recipient of the Valiant Educator Award in 2015, Manhattanville has recognized her as a remarkable alumna (see next page).
On, May 14, 2015, the School of Education honored four alumni with the following awards:

The Inspirational Recent Alumni Award: Emily Hersh, Ed.D. ’13
This award recognizes someone who has graduated from the SoE within the past 10 years for exceptional contributions to the field of education and/or to the community.

Emily Hersh is a graduate of the SoE’s doctoral program and a principal for the Mt. Pleasant-Blythedale School District. As Renée Gargano explained in her nomination, “Emily is a passionate leader who continues to give tirelessly to the field of education. She truly dedicates herself to our profession and is a consummate lifelong learner and model for all educators.”

Distinguished Service Award: Terri Barrett M.P.S. ’09
This award honors a graduate of the SoE who has contributed to the SoE through involvement in programs, events, panels, mentoring, and who “gives back” as an educator to the student community.

Since graduating from Manhattanville, Terri Barrett has worked in the Bedford Central School District at Mt. Kisco Elementary School and Bedford Village Elementary School as a learning specialist. As her nominator, Loretta Butler, explained, she has welcomed site-based courses to observe her and has spoken to many groups over the years, willingly sharing her knowledge and expertise. Barrett has worked with student teachers, advising them on anything from preparing for job interviews to creating lessons and has also hosted student teachers, guided interns and welcomed field observers from Manhattanville. Barrett was one of three Bedford employees who presented to SoE faculty on data collection and AIMS web, another example of giving back to the SoE community.

The Valiant Educator Award: Dasha Alexander, M.P.S. ’13
This award is given to a graduate of the SoE whose career and community accomplishments reflect the mission of the School by contributing to the ethical and social growth of the population he or she serves.

For the past three years, Dasha Alexander has worked at the Bronx Charter School for Better Learning, first as a teacher and then as an academic leader. As the executive director of her school, Kevin Brennan, explained in a nominating letter, “From our first meeting, I was impressed with her [Dasha’s] intelligence, thoughtful insights into learning and genuine desire to implement an instructional program that is creative, innovative and effectively supports learning for each student...she is a credit to her profession and certainly can anticipate an illustrious career.”

The Innovative Teaching Award: Marissa Bonitatibus, M.P.S. ’13
This award is given to a graduate of the SoE who has demonstrated innovative teaching that positively affects PK-12 or higher education students’ motivation or achievement.

Marissa Bonitatibus worked as an intern at Mt. Kisco Elementary School and is now a first grade teacher there. As principal Sue Ostrovsky explained, “I have been in Marissa’s room for informal and formal observations. Her teaching is stellar and engaging...What is most impressive is the feedback from the many visitors who have come to MKES to observe the dual language partnerships. They walk away impressed with the level of student learning, high expectations, and sound teaching practices.”
Alumni News

1987
Ann Marie Coffey Lipinsky (M.A.T. Education) is one of only ten science teachers recently chosen for a STEM Teaching Fellowship, sponsored by Regeneron Pharmaceuticals and presented in collaboration with Teachers College of Columbia University and the NASA Endeavor Science Teaching Certificate Project. She joins Valerie Stecher Zumbo, another Manhattanville SoE alumna, in winning this award.

Lipinsky is an AP Biology and Science Research teacher at John Jay High School in the Katonah-Lewisboro school district and chair of the Westchester-Rockland Junior Science and Humanities Symposium.

1990
Jeffrey Bingham Mead (M.A.T. Social Studies Education) has been in touch with us about a wonderful invitation he received and the resulting, life-changing trip to China he took this past summer.

Mead’s late father, Herbert Bingham Mead, was one of the last of the U.S. China Marines and was among those who witnessed the surrender of the Empire of Japan and the end of World War II.

As Mead writes:

“The invitation I received totally caught me off-guard. I was stunned, surprised, elated and delighted. It was news that for a few minutes took my breath away.

The invitation came to my email box from Vice-Counsel Zhu Jianzheng of the Chinese Consulate in New York City. He wrote:

“This year marks the 70th anniversary of the victory of the Chinese People’s War of Resistance Against Japanese Aggression as well as the World Anti-Fascist War. In accordance with the common practice and in reference to routines of other countries, the Chinese government will hold the grand commemorations marking the 70th anniversary of the victory of the Chinese People’s War of Resistance Against Japanese Aggression as well as the World Anti-Fascist War, in a bid to memorize the history, honor the martyrs, cherish peace and open up to the future.

President Xi Jinping and other Chinese leaders will attend these activities. The Chinese side will also invite leaders from major belligerent states in the Second World War, Asian countries as well as countries in other regions, international organizations and foreign friends who contributed to the victory of China’s war of resistance or their family members to these events.

Therefore, the Chinese government sincerely invites you representing your father Mr. Herbert Bingham Mead to attend these events.”

Mead’s memorable one-week trip included attending the military parade at Tianamen Square as well as visiting the Summer Palace and the Imperial College Museum. He attended the official state banquet in the Great Hall of the People and then had 10th row seating for an extravagant and extraordinary evening gala. Mead was also invited to spend a few days as a guest of the Beijing Sihe Confucious Academy in suburban Beijing, where he conducted workshops for their English teachers on project-based learning.

Mead continues to live between homes in Honolulu, Hawaii, and Greenwich, Connecticut. He is the Hawaii coordinator of the National Council for History Education, co-founder/president of History Education Hawaii, and president of the Hawaii-based Pacific Learning Consortium, Inc.

1993
Jane Monagan Marrone (B.A. ‘73, M.A.T. ‘93) has returned to her alma mater to join the Manhattanville 2015-16 SoE Alumni Board. Subsequent to graduating from Manhattanville, Marrone received an M.A. in School Counseling from Fairfield University in 2006. After a long career in teaching, school administration, and school counseling, Marrone has recently retired from the Bridgeport Public School system.

2004
Gregory Pacific (B.A. English Education 5-12) teaches middle school English at Curiale School in Bridgeport, Connecticut and was recently presented with the Theodore and Margaret Beard Excellence in Teaching Award at the Inspiration Awards ceremony, a joint event of Fairfield County’s Community Foundation and the

Bridgeport Public Education Fund. In 2002, together with the Greater Bridgeport Area Foundation, the Beard family developed the Theodore and Margaret Beard Excellence in Teaching Award, an endowed fund that recognizes exceptional public school teachers in Bridgeport. Award namesakes Theodore and Margaret Beard attended Connecticut public schools themselves and were great advocates of public education. This annual award honors up to two teachers with a cash gift of $25,000 and is one of the largest teaching awards in the nation.

Pacific told the Connecticut Post that, while it’s nice to be recognized, he doesn’t think he is all that different from many of his colleagues and that “I knew if I wanted to make a difference, this was the way to do it.”

Excerpts from The Connecticut Post article tells more about Pacific and his impact in his school:

“He teaches in a way we understand,” said Madison Harris, 13, leading a visitor to her eighth-grade teacher’s classroom at Curiale School.”

“You need to make a connection with kids,” Pacific said, “You have to get buy-in and let them see the relevance of what you are doing.”

“To drive home the literary concepts of characterization, setting and themes of the biographies the class is reading, Pacific has his students work in teams and develop movie posters for the books – complete with catchy tag lines. Another time, he asked students to create Facebook pages for a book’s main character with at least two relevant status updates and responses from at least two other characters in the book.”

“Assistant Principal Herminio Planas said Pacific is one of his main ‘go-to’ teachers when he needs someone to see what great instruction looks like. ‘I enjoy spending time in this room,’ Planas said. ‘I feed off his passion, but also I get energized as I watch students learn in his class.’”

2006
Valerie Stecher Zumbo (M.A.T. Chemistry Education 5-12) was one of 10 middle and high school science teachers selected for the 2015-16 cohort of the Regeneron STEM Teaching Fellowship, a competitive program that provides professional training experiences to outstanding New York state certified science teachers. She will participate in a 16-month professional development experience de-
signed to transform science education. Anne Marie Lipinsky, M.A.T. ’87, was also a Fellowship winner this year.

Zumbo is a teacher of Regents, Honors and AP Chemistry at New Rochelle High School and is in her ninth year as adviser to the school’s Science Honor Society. In addition to her M.A.T. from Manhattanville, she holds a B.S. in chemistry from Siena College and a Certificate in gifted education from Brooklyn College.

In addition to work experience at Wyeth Pharmaceuticals and IBM, Zumbo brings research experience to the classroom. As a fellow of the Columbia University Science Research Program, Zumbo worked with mechanical engineering graduate and doctoral students to study the synthesis and properties of graphene, a material expected to revolutionize electronics. In 2012, Zumbo was chosen to represent the Columbia Science Research Program and traveled to Southeast Asia where she offered professional development to teachers at the Tenby School in Selangor, Malaysia and visited a variety of educational institutions throughout Singapore.

Nikyda Scott Resto (M.P.S. Childhood & Special Education) writes:

“I was married in 2011 to Angel Resto in a ‘surprise wedding’ outside of Gillette Stadium in Foxboro, MA. We had a daughter, Paige Isabel, in November 2013. I have taken a little hiatus from teaching, but hope to return soon. I really miss the children!”

Torsie Judkins, M.P.S. ’12

The founder and executive director of Greenwich Education Group, Vicky Newman, recently quoted in The Greenwich Daily Voice as saying, “We are proud to have someone with such vast experience and talent join us. Torsie has a long track record of success in a wide variety of roles in private school administration. His focus on understanding the diverse needs and strengths of students and his passion to help them reach their academic potential aligns perfectly with the missions and goals of Greenwich Education Group.”

Torsie previously held positions as the director of Community and Diversity at the Town School in New York City and the director of Financial Aid and assistant director of Admissions at Rye Country Day School in Rye, New York.

Regina Rodriguez (B.A. Romance Languages ’08, M.P.S. TESOL Education ’10) writes “I am currently in my 6th year teaching English as a New Language in the Bronx. Seeing the needs of my school community, I decided to return to Manhattanville to take classes in order to be certified in Early Childhood Education and in Bilingual Education. I felt very prepared for my career during my years at Manhattanville during my bachelors and master’s degree programs, so it’s great to be back at Manhattanville to improve my teacher practice.”

Melanie Bass (M.Ed. Educational Studies) visited the White House and met President Barack Obama this past June. Her great grandfather, William Shemin, was posthumously awarded the nation’s highest military award for valor, the Medal of Honor, for his bravery in action during World War I by President Obama. Bass’s entire family was invited to attend the ceremony.

Regina Rodriguez

Torsie Judkins, M.P.S. ’12

Ina Bass and Elsie Shemin receiving the Medal of Honor on behalf of their father, William Shemin

Bass writes:

“It was absolutely an amazing experience, being the guests of the White House and having lunch there after the ceremony. There were about 60 members of my family in attendance. My Grandma Ina Bassa and her sister Elsie Shemin, my brothers and my dad and I went and it was a once in a lifetime experience. Seeing my grandma up on the stage with President Obama is a picture I’ll never forget.”

After finishing her M.Ed. degree, Bass was the Social Media Coordinator at Solomon Schechter School of Westchester. In summer 2015 she moved to Orange, Connecticut and is now working as a product development assistant at SCS Direct Inc. while looking for her dream job in college administration.

Alejandro (Alex) Payan (M.P.S. TESOL ’13, M.Ed. Education Studies ’14) was recently named to the Board of Trustees for the Westchester Library System (WLS). Payan serves as the district X representative, covering Port Chester, Rye Brook, Rye City, and Rye Town. Payan is the director of Port Chester Cares for Family Services of Westchester, is a consultant on community research and outreach services for the Town of Rye, and also teaches ESL at the English Language Institute at Manhattanville.

The online new magazine Talk of the Sound quotes Terry Kirchner, WLS executive director, as saying about Payan: “Mr. Payan’s diverse knowledge and extensive community engagement will bring new insight to the Westchester Library System. We are pleased to welcome him to the Board and look forward to his active participation.”

Ben Piacquadio (Advanced Certificate in Physical Education and Pedagogy) is a social studies teacher and sports program director at St. Benedict School in the Bronx. He was recently mentioned in The Bronx Times for his leadership in coordinating parent volunteers and fundraisers to renovate the St. Benedict School’s gymnasium floor and repaint the school’s hallways in the school’s colors.

The article quotes Father Stephen Norton, pastor of the St. Benedict Church and School, as saying about Piacquadio:

“His enthusiasm, I believe, has been infectious with the parents who turn around and ask how can they help. The painting, the sprucing up, and bringing life into St. Benedict’s School is a real positive in terms of the parents being supportive, and the faculty, parents and students getting actively involved.”

“His heart is there at St. Benedict’s, and that is a major part of the gift for us.”
Leslie J. Wander, M.P.S.’87, died in a car accident on October 14, 2011. She was 65. She was the daughter of Beaulah Danciger and the late Herbert Danciger; sister of Roanne Gotthelf and Harvey Danciger, loving mother to Sean Wander and the late Jeffrey Wander, treasured grandmother to Jacob and Ethan and domestic partner of the late Richard Poll. Leslie was also a well-liked and highly respected teacher in the Scarsdale, N.Y. school district for more than 20 years.

Virginia R. Reed, M.A.T.’73, of Irvine, C.A., died on September 2, 2015. She was 81 years old. Born in Grove City, P.A. to the late Dr. Burr McKone Rogers, Sr. and Marjorie Anetta Smith, Virginia graduated from Allegheny College in Meadville, P.A. and received her M.A.T. in Early Childhood Education from Manhattanville. She married her Allegheny College classmate David A. Reed in 1956 and they celebrated their 58th wedding anniversary on December 1, 2014. After college, Virginia was a United Airlines flight attendant, a dedicated elementary school teacher and director of a nursery school for many years. She was a homemaker, mother to four girls, and grandmother to six boys and three girls. She volunteered for over 20 years at the Ocean Institute of Dana Point and was a member of the Daughters of the American Revolution and the St. Andrews Episcopal Church in Irvine, C.A. Virginia is survived by her husband, David; Kristine, Jon, Justin and Jordan Garrett of Chicago, I.L.; Katherine, Noel, Caroline and Reed Hamilton of Irvine, C.A.; Elizabeth, Robert, Sydney and Andrew Gavin of Irvine, C.A.; and Amy, John, Kate, Will and Jack Reaard of Atherton, C.A.

Anne Stamegna, M.A.T.’76, of Yonkers, N.Y. and a longtime resident of Eastchester, N.Y., died December 13, 2015. She was 85. Born to Renato and Nicoletta Ciciola, she received a bachelor’s degree in education from New Paltz Teachers College and a master’s degree in education from Manhattanville. She taught for 33 years at the Hutchinson School in Pelham, N.Y. Anne is survived by her brother, Rocco; daughter, Jane; son, Robert; two grandchildren; and one grandson-in-law.

Virginia “Anneke” Verhave, M.A.T.’72, of Armonk, N.Y. and Fairport, MA, passed away on October 1, 2015. She was 86. A daughter of the late Robert and Helena Baan, she was born in Caracas, Venezuela. She was educated in the Netherlands and came to the United States to attend Barnard College, graduating with the class of 1951. She later received her master’s degree in early childhood education from Manhattanville. Mrs. Verhave worked as an elementary school teacher at the Columbus Magnet School in Norwalk, CT and she volunteered as a mentor in the Falmouth Public Schools after retiring. Her family includes a son, Menno Verhave, and his wife Judy of Wellesley, M.A.; a son, Eric Verhave, and his wife Lucy of Poughquag, N.Y.; and a daughter, Mary Verhave Gabriel, and her husband Stefan of Mattapoissett, M.A. She also leaves six grandchildren, Alex, Daniel, Caitlin and Jessica Verhave, and Sofia and Emma Gabriel, and two greatgrandchildren, Isabel and Madeline Verhave.

Anne Stamegna, M.A.T.’76, of Yonkers, N.Y. and a longtime resident of Eastchester, N.Y., died December 13, 2015. She was 85. Born to Renato and Nicoletta Ciciola, she received a bachelor’s degree in education from New Paltz Teachers College and a master’s degree in education from Manhattanville. She taught for 33 years at the Hutchinson School in Pelham, N.Y. Anne is survived by her brother, Rocco; daughter, Jane; son, Robert; two grandchildren; and one grandson-in-law.

Melissa Mero, M.A.T. ’99 of Garrison, N.Y., died on Sunday, December 21, 2014. She was 46 years old. Born in Garden City, Long Island, N.Y., to Bud and Pat Roepken, Melissa received a B.A. in anthropology from SUNY Purchase in 1990 and an M.A.T. in elementary education from Manhattanville in 1999. After graduation, she dedicated herself to the children of George Washington Elementary School in Lakeland Central School District. She also worked with the Cub Scouts and Boy Scouts of America, Troop 165. Melissa leaves behind her son, Logan Anarchy, and her husband, Erick. She is survived by both parents, her brothers, Wesley, Gregory, Daniel and Timothy, her sister, Stasi and all their spouses and children.

Janet Duncan, M.A.T.’77, died unexpectedly on April 6, 2015. She was 89 years old. Janet was born in Philadelphia to Drs. Henry Matez and Dorothy Livingstone Matez. She graduated from Cornell University in 1946 and received her master’s in education from Manhattanville in 1977. She married the love of her life, Dr. James A. Duncan Jr., who predeceased her in 2002, and is survived by her children, Dorothy Duncan, Dr. James Duncan, III, and his wife Paula; three grandchildren, Rebecca Belford and her partner, Tom Stoll; James Duncan IV; his wife Laura Dlugolecki and their daughters Louisa and Susanna; Dr. Elizabeth Duncan and her husband, Dr. Adam C. Ulano, and their son, Charlie. Janet was a teaching assistant in the Ossining public schools until 2014, where she enjoyed mentoring children as well as the friendship and camaraderie of her colleagues. A lifelong lover of the performing arts and a clarinetist, she was a founding member of the Westchester Symphonic Winds, with whom she performed as recently as January 2015.

Mary E. Ceccolini, M.A.T. ’72, a longtime Ossining, N.Y. resident, died on March 1, 2015. She was 85. She graduated from Mount St. Vincent College and later received her master’s degree from Manhattanville. She was a teacher in the Ossining public schools for 24 years. Mary was predeceased by her husband, daughter Susan, and siblings Carol, Patricia, Constance and Michael. She is survived by her children, Vincent and his wife Eloise, Jane and her husband Stephen Collins, John and his partner Pawadee, and grandchildren Michael, Danielle, Brendan and Brianna.

Virginia “Anneke” Verhave, M.A.T.’72, of Armonk, N.Y. and Fairport, MA, passed away on October 1, 2015. She was 86. A daughter of the late Robert and Helena Baan, she was born in Caracas, Venezuela. She was educated in the Netherlands and came to the United States to attend Barnard College, graduating with the class of 1951. She later received her master’s degree in early childhood education from Manhattanville. Mrs. Verhave worked as an elementary school teacher at the Columbus Magnet School in Norwalk, CT and she volunteered as a mentor in the Falmouth Public Schools after retiring. Her family includes a son, Menno Verhave, and his wife Judy of Wellesley, M.A.; a son, Eric Verhave, and his wife Lucy of Poughquag, N.Y.; and a daughter, Mary Verhave Gabriel, and her husband Stefan of Mattapoissett, M.A. She also leaves six grandchildren, Alex, Daniel, Caitlin and Jessica Verhave, and Sofia and Emma Gabriel, and two greatgrandchildren, Isabel and Madeline Verhave.

The losses in our community:

Alison Aldredge, M.A.T. ’97 of Southampton, N.Y., a teacher at the Peconic Community School, died on July 5, 2015 while traveling in Oregon with her husband. She would have been 52 on July 8. A graduate of Rollins College, she earned a master’s degree in early childhood and elementary education from Manhattanville. She was devoted to her life’s work, teaching young children. Survivors said she left an indelible mark on hundreds of families as a pre-k teacher at the Ross School in East Hampton, and in recent years at the Peconic Community School in Aquebogue. Ms. Aldredge is survived by her husband, Matthew Aldredge; three children, Margaret, Alex and Hayden Aldredge; her father and stepmother, Michael Coles and Edie Landeck of Shelter Island; and siblings, Caroline Scudder of Shelter Island, Isobel Coleman of Locust Valley, Richard Coles of Harrison and Douglas Coles of Florida.

Melissa Mero, M.A.T. ’99 of Garrison, N.Y., died on Sunday, December 21, 2014. She was 46 years old. Born in Garden City, Long Island, N.Y., to Bud and Pat Roepken, Melissa received a B.A. in anthropology from SUNY Purchase in 1990 and an M.A.T. in elementary education from Manhattanville in 1999. After graduation, she dedicated herself to the children of George Washington Elementary School in Lakeland Central School District. She also worked with the Cub Scouts and Boy Scouts of America, Troop 165. Melissa leaves behind her son, Logan Anarchy, and her husband, Erick. She is survived by both parents, her brothers, Wesley, Gregory, Daniel and Timothy, her sister, Stasi and all their spouses and children.
The Early Childhood Department and the Early Childhood Alumni Association co-sponsored their sixth early childhood conference on Saturday, October 3, 2015. The focus of the conference was on integrating Social Studies and Literacy in alignment with the Common Core in early education. The almost 150 attendees heard from keynote speakers Dr. Patricia A. Vardin and Dr. Katie Cunningham about “Bridging Common Core Alignment with Purposeful and Joyful Integrated Social Studies and Literacy Learning,” and participated in a choice of nine interactive workshops. Workshop presenters included School of Education full-time and adjunct faculty: Dr. Katie Cunningham, Dr. Vicki Fantozzi, Bill Gordh, Dr. Rick Heckendorn, Dorothea Muccigrosso, and Laura Woodson. Heather Messer M.Ed.’14, a Manhattanville graduate admissions counselor, was on hand to provide attendees with information on opportunities available in our graduate program.

The Early Childhood Alumni Association is run by co-presidents April Fatato ’03, M.P.S.’05 and Dana Parsons M.A.T.’12, with Dr. Patricia Vardin as chairperson. Alumni interested in joining the Association should contact Dr. Vardin at patricia.vardin@mville.edu.

April Fatato ’03, M.P.S. ’05, co-president of the Early Childhood Education Alumni Association, was awarded the “40 under 40” award in Westchester County. Modeled after the national business recognition program “Forty under Forty,” Rising Stars-Westchester’s 40 under 40 pays tribute to individuals in Westchester who are making their mark in their chosen profession at a young age. This innovative program is specifically designed to acknowledge individuals under the age of 40 who surpass expectations, raise the bar and set new standards for success.

Dr. Vardin was honored in May for her work over the past 10 years designing and implementing her highly successful Comprehensive Curriculum Early Childhood Education Model at the Ascension School in New York City. A number of Manhattanville alumni teachers have taught in the model program, currently including Amy Lynch (M.A.T.’06), Laura Woodson (’05, M.A.T.’06), and Alison Henk (’05, M.A.T.’06).

Dr. Vardin, chair of the ECE Program, served as president of the New York State Association Early Childhood Teacher Educators this past year and, in June, represented the organization at the National Association of Early Childhood Teacher Educators Annual Conference in New Orleans, Louisiana. She also chaired the New York State Association of Early Childhood Teacher Educators Annual Conference in Verona, New York in April 2015. Assistant Professor Victoria Fantozzi was one of the conference speakers.

Earlier this year, Dr. Vardin and a colleague met with Dr. John D’Agati, deputy commissioner of Education in New York State, to discuss with him and his staff members two early childhood higher education advocacy proposals. As a result, requirements for teachers seeking a second certification in Early Childhood Education have increased as of June 2015.

April Fatato (center) with Marsha Gordon, CEO, and Anthony Justic, chairman of the Board, of the Business Council of Westchester

Calling All Second Language Alumni!

TESOL and foreign language graduates interested in forming an alumni group, please contact Diane Gómez at diane.gomez@mville.edu or 914-323-5488.
The Mary K. Humphreys Endowed Scholarship is awarded to a student in Special Education who has demonstrated a commitment and devotion to educating children with special needs. The scholarship, established by her family, is a legacy to Mary K. Humphreys who, while having a successful career in the business world, recognized that her fulfillment lay in teaching children. On June 13, 2015, at the seventh annual dinner for the scholarship, the Mary K. Humphreys Endowed Scholarship was awarded to Natalie McKay who had received her master’s degree in professional studies in the area of childhood and special education.

McKay’s interest in working with children with special needs developed from the challenges she herself experienced and witnessed in others as a child in school. McKay gained a great appreciation of her teachers who demonstrated that understanding of different learning styles, combined with proper support and caring, could have a significant impact on student self-esteem and school achievement.

McKay currently works in the New York City school system at the Stephen McSweeney School, a school for secondary aged students with disabilities that teaches academic, vocational and secondary skills needed to succeed as an adult within their communities.

Manhattanville School of Education Alumni Board

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

Meet Your School of Education Alumni Board

Roseanne Baxter Frank (B.A.’86)
Katherine Berry Grace (M.A.T.’11)
Melissa Cavaliere (B.A.’09, M.P.S.’15)
Debra Davis-Galliard (M.A.T.’04)
Ayse Demirag-Ruvolo (M.P.S.’03, PD’13)
Maureen Duffy (M.A.T.’12)
Cristine Gilliland (M.A.T.’98)
Lynn Harrison (M.A.T.’09)
Dana Landesman (B.A.’05, M.A.T.’06)
Matthew Macaluso (M.Ed.’98)
Jane M Marrone (B.A.’73, M.A.T.’93)
Diane McManus (M.P.S.’02)
Emil Moussa (B.A.’08, M.A.T.’09)
Robert Orlando (M.A.T.’09)
Barry Ostrer (M.A.T.’10)
Joseph Petulo (M.P.S.’10)
Monique Reilly (Ed.D.’13, M.P.S.’00)
Margaret Ruller (Ed.D.’13)
Joseph Schippa (BMus’78, M.A.T.’81)
Rosa Taylor (M.P.S.’91)
Monica Torelli (M.A.T.’11)
Anne Vitale (B.A.’08, M.A.T.’09)
Darnell Weir (M.A.T.’09)
Art Wenzel (M.A.T.’04)

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

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

The SoE continues to strive to create rich experiences for its alumni and to cultivate and sustain a strong relationship with alumni. The purpose of the Board is to explore ways in which alumni can reconnect with Manhattanville School of Education to develop a mutually beneficial relationship.

Help us to create and develop ideas for your School of Education alumni community. Contact heidi.sakanaka@mville.edu to learn more.
Written by SoE alumna Marie Z. Amoruso, M.P.S. ’79, Ed.D. and former director of the Teacher Education Department at Manhattanville, Joyce N. French, Ph.D., “Grandma Needs A Nap!” is a tenderly illustrated family picture book of a day when Grandma babysits. Her two grandchildren Ana and Andy anticipate and share events of this weekly very special Grandma Day. In the course of their day, we see the subtle structure, the inclusion of a flexible routine and the love of learning that occurs.

Underlying this tender, fun-filled day with her grandchildren is solid educational learning theory and practical application that reflects the authors’ well-documented expertise in the area. In addition, Drs. Amoruso and French have included easily read resource pages of activities—“Grandma Hints.” The inclusion of an animated DVD complete version of the book with narration by the children and grandma provides an added delight and a “multisensory” way to enjoy the delightful day.

At its least “Grandma Needs A Nap!” is a beautifully illustrated story; at its most it is an educational resource that celebrates the value of intergenerational interactive moments in time. A treat on many levels, I recommend to all who care for children, as well as education students preparing to become future teachers.

More about this book and its authors can be found at www.grandmapress.com


Subtitled “The No Bulls###t Guide for Student Teachers, Active Teachers, Parents, and Policy Makers about the Realities of Teaching,” Matt Macaluso’s new book “Pull Your Head Out Of Your Assumptions: What Teachers Know About Teaching” is a compilation of the wisdom from professionals in the field. The dust jacket gives the best overview:

“Teachers know things that parents, policy makers, education professors, and boards of education don’t. They know how hard the job can be. They know how students react to a grade. They know how family dynamics and home life impact academic performance. They know how misguided policies impact the other teachers that they work with.

In their own words, seventeen teachers and administrators from the Northeast describe their work among their students. From teacher preparatory programs to dealing with national education reform, classroom technology, and boards of education, teachers reflect with brutal honesty the incredible things that they see and hear every day and every year in their classrooms and schools.”

Macaluso’s book, published by Page Press, is hot off the press and is available from Amazon.com.

Still Failing: The Continuing Paradox of School Desegregation Stephen J. Caldas, Ph.D. and Carl L. Bankston, III, Ph.D.

Dr. Stephen Caldas, a professor in the doctoral program in Educational Leadership in the School of Education at Manhattanville College, has recently published, with co-author Dr. Carl L. Bankston of Tulane University, “Still Failing: The Continuing Paradox of School Desegregation.” This book is a significantly updated version of the authors’ 2005 book, “Forced to Fail: The Paradox of School Desegregation,” which looked critically at the history of school desegregation and offered an analysis on the influence of race, class, and social capital on educational outcomes.

In this new book, the authors examine trends in the racial, ethnic and linguistic re-segregation of U.S. schools and the implications of recent Supreme Court cases related to school desegregation. Social capital theory, which looks at the networks of human relationships among those who live and work in a particular society and enable that society to function effectively, is used to investigate why schools and communities continue to be segregated along racial and ethnic lines. The book reflects on the implications of legal and social trends and efforts to integrate schools and close achievement gaps.

Creating Visions for University-School Partnerships JoAnne Ferrara, Ed.D.

This fifth volume in the Research in Professional Development Schools series presents a compilation of the current views of practitioners and researchers in the area of professional development in university-school collaborations. Dr. Jo-Anne Ferrara, associate dean for Undergraduate Admissions and Advising at Manhattanville’s School of Education, together with co-editors Dr. Janice L. Nath, University of Houston, and Dr. Irma N. Guadarrama, University of Texas-Pan Am, have pulled together an array of articles categorized into four categories: Clinically Rich Practices, PDS Stakeholders’ Perspectives, Enriching Content Area Instruction, and Family Engagement.

As the description of the book states: “The range of authors from the PreK-16 arena illustrates the ways in which professional development schools generate possible solutions to the complex problems facing educators. The diversity of their work represents perspectives of classroom teachers, preservice teachers, school leaders, and university faculty who grapple with identifying ‘ways of knowing’ and ‘ways of doing.’”

This book brings together the voices of practitioners who speak from insightful, first-hand experience on university-school partnerships and their hopes for improving teaching and learning at every level.
Office of Field Placement and Certification

KEVIN ROBERTS, DIRECTOR, OFFICE OF FIELD PLACEMENT AND CERTIFICATION

When one leaves college and enters the teaching profession, a relationship is often maintained with that college out of necessity, loyalty, or some combination of both. It is customary for Manhattanville College School of Education graduates to sustain relations with the Office of Field Placement and Certification long after graduation day. There is an equal balance of former students reaching out to the Office of Field Placement and Certification and the Office of Field Placement and Certification reaching out to former students.

Achieving and maintaining teacher certification in New York and elsewhere is a complicated and often changing endeavor that spans an entire career. There are certification requirements that must be addressed up to the day of retirement. Maintaining relations with a college certification office is often critical for success in that pursuit.

The Office of Field Placement and Certification is determined to respond promptly and knowledgeably to the questions School of Education graduates need to have answered.

Hardly a day goes by without a School of Education graduate contacting the Office of Field Placement and Certification for one reason or another. In one instance it may be a former student seeking advice on how to pursue teacher certification outside of New York following relocation. In another instance it might be a former student requiring assistance securing or maintaining New York State teacher certification. At times it could be an alumna or alumnus who had been away from teaching for a period of time needing guidance to reinstate a lapsed teacher certificate. The School of Education also offers a required New York State teacher certification workshop, Dignity for all Students Act (DASA), which regularly brings back graduates in need of that credential. The offering of that workshop is coordinated by the Office of Field Placement and Certification.

Former students are frequently looking to offer their services to the School of Education through the Office of Field Placement and Certification. Quite often School of Education graduates are interested in inviting current students into their classrooms to complete required field placement hours or as student teachers. There are also times when the Office of Field Placement and Certification reaches out to an alumna or alumnus for assistance. Recent graduates lend their expertise to the Dean’s Symposium offered each fall and spring. They sit on a panel and discuss their experiences seeking and securing employment as teachers.

The Office of Field Placement and Certification recognizes the responsibility it has in continuing to work with former students. It is a commitment taken seriously and readily. The quest for knowledge is a lifelong pursuit that carries on long after the termination of formal education. The Office of Field Placement and Certification sees every alumna and alumnus as a perpetual student and is ready to help whenever the need arises. At the same time, the Office of Field Placement and Certification will unhesitatingly reach out to graduates for assistance that is always gladly and professionally given.

Educational Leadership

LENORA BOEHLERT, ASSISTANT PROFESSOR, DEPARTMENT OF EDUCATIONAL LEADERSHIP

The Educational Leadership program continues to grow with students entering from public and private institutions. Interestingly enough, our students report joining the newest cohort based on the word of mouth recommendations from their colleagues. We believe these endorsements demonstrate the effectiveness of our program.

We continue to accommodate working educators by offering full day Saturday classes. These classes allow teachers to pursue coursework and coordinate home and work time. Recognizing ways to craft opportunities to help our students balance teaching and family demands is a way to model what we want them to do as future administrators.

Last year, we had three students achieve administrative positions before they completed their program. We are pleased to report that local school districts hired another three educational leadership students before their program completion. Our students competed with experienced administrators for entry level as well as district level positions. Success in these areas highlight our students’ level of understanding and accomplishment.

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

This year, we hope to expand our offerings to other areas in northern Westchester as well as Rockland County. We believe many teachers would benefit from leadership courses whether or not they decide to pursue administration. Hopefully, leadership concepts can assist them in their roles as informal teacher leaders, Committee on Special Education chairpersons or team leaders. We will continue to network in order to develop connections with school districts interested in hiring our graduates.
The Changing Suburbs Institute®

The Changing Suburbs Institute® (CSI) was established in 2005 in response to needs created by shifting demographics in surrounding suburban school districts, addressing the achievement gap for Hispanic students chief among them. CSI has a four-pronged approach to achieving its goal. For one, and as part of its focus on professional development for teachers and administrators, CSI hosts an annual conference in the spring, where leaders in education share the latest research with teachers, school administrators and others, and where workshops are presented by local experts. While the conference provides information aimed at educators of all students, there is a particular focus on the needs of emergent bilinguals, who in Westchester County are predominantly Hispanic. Secondly, CSI partners with seven local school districts in 13 different professional development schools to prepare teacher candidates, provide faculty development to improve instructional practices, and enhance student learning. Additionally, through its Hispanic Parents Leadership Institute, CSI organizes conferences for Hispanic parents on how to be strong advocates for their children’s education, with topics ranging from demystifying the college process to literacy activities for the home. And finally, CSI is in the process of developing an online clearinghouse, which will provide access to research, presentations and other information pertaining to educational topics in the changing suburbs with specific focus on English language learners.

CSI 10th Annual Educational Forum
On April 21, 2015 CSI held its 10th Annual Educational Forum in Reid Castle. Over 110 educators gathered to hear keynote speakers Lily Wong Fillmore, professor emerita, University of California, Berkeley, and Angelica Infante-Green, then associate commissioner, Office of Bilingual Education and World Languages, New York State Department of Education, and to attend a variety of workshops on the latest research and classroom practices related to working with diverse students.

Professor Wong-Fillmore captivated the audience with an in-depth presentation titled “Language, Literacy, Learning, and Student Diversity” and former Associate Commissioner Infante-Green engaged in a lively discussion with the audience regarding English language learners in New York state.

To mark the 10th anniversary, CSI honored three special people for their early consistent support of CSI and its goals: Marguerite Clarkson, assistant superintendent in the Greenburgh Central School District; Maria Flores, community school coordinator at Thomas A. Edison School in Port Chester, New York; and Raymond Sanchez, superintendent of Ossining Schools. CSI is indebted to all three for their dedication to improving educational opportunities for diverse students in the changing suburbs.

The keynote was followed by several workshops designed to help parents help their children succeed in school. Participants heard from a high school guidance counselor and a panel of current and recent college students about the college application process and about college life in the U.S. The goal of the workshop was to help the group begin to see that college is not just something for somebody else’s children, but something to which their own children can and should aspire. A tour of the Manhattanville campus organized by Undergraduate Admissions also helped to demystify the notion of college.

Other inspiring workshops focused on the importance of multiculturalism, difficulties encountered by families when separated and then reunited with one another, nutrition advice about different beverages, and literacy activities that parents can do with their children at home (led by School of Education faculty members Diane Gómez and Courtney Kelly to a packed audience).

The parents expressed gratitude to Manhattanville and to their school districts for arranging transportation so that they could attend this event, and their response was overwhelmingly positive. As one parent described in the conference evaluation, “Very nurturing and inspiring, and made me feel that we are not alone.”

CSI Parent Conferences
On November 7, 2014, more than 200 Hispanic parents filled the rooms of Reid Castle and actively participated in the eighth annual Hispanic Parent Leadership Conference, which was co-sponsored by the school districts of Bedford, New Rochelle, Ossining, Port Chester and White Plains. The day began with an engaging keynote speech by Mariela Dabbah, an immigrant herself and author of several books about empowering parents. Dabbah spoke to the group about doing more than “surviving” as immigrants, about real success and ways to help their children benefit from the sacrifices they made in leaving their countries in hope of a better future.

The parents expressed gratitude to Manhattanville and to their school districts for arranging transportation so that they could attend this event, and their response was overwhelmingly positive. As one parent described in the conference evaluation, “Very nurturing and inspiring, and made me feel that we are not alone.”

On June 11, 2015, approximately 50 parents and 20 professionals attended the sixth annual Hispanic Parent Leadership Conference on Special Education. The event was organized by CSI’s Parent Leadership Committee, which includes representatives of several CSI partnership districts (Bedford, Elmsford, Ossining, New Rochelle, White Plains and Port Chester), RSE-TASC, and the Westchester Institute for Human Development’s
Manhattanville Excellence In Teaching Academy

As the first cohort of Manhattanville's Excellence in Teaching Academy (META) students finish up their accelerated graduate program and work as teaching apprentices in the Park Early Childhood Center in the Ossining School District, we asked for their observations on their experience.

Nikita Subramaniam

“The exceptional and intense META program is a radical departure from traditional teacher training, which tends to favor theory over practice. The apprenticeship prepares graduate students for the academic job market. As an apprentice you benefit from daily interactions with experienced teachers, supported opportunities to teach and rigorous professional development infused with practice and reflection.

I am so glad that I was part of the META program. This structured training program gave me an excellent opportunity to work (literally) towards my qualification, develop a teaching philosophy and increased confidence in my teaching abilities. As a ‘META-ian,’ I have evolved tremendously as a teacher and as an individual. I feel confident and prepared to show employers that I can hit the ground running!”

Sara Kalikow

“As one of the first students accepted into the Manhattanville Excellence of Teaching Academy, I can say what an honor it has been. Before I even graduated from my undergraduate program, I was accepted into the School of Education where they promptly encouraged me to apply to this new program. The following September I started my paid internship at the Park Early Childhood Center. What an amazing opportunity it was to be placed in a classroom and gain firsthand, real world, experience! I now had the opportunity to apply what I was learning in my courses at Manhattanville, to the classroom I worked in. Although the program is intensive, it is worth it because: you will graduate with a master’s in teaching in under two years, it is a paid internship, and you gain firsthand experience. I will always be grateful for the opportunity that Manhattanville presented to me.”
A little of this… and that…

One of the most rewarding elements of being a director of a teacher training program in physical education is to “see” the facilities improve for our continuing students’ evening classes. We have managed to take a big step forward in refurbishing the East rooms, thanks to Manhattanville College’s top administrators who realized that our teaching space was in great need of repair. Although I would never shortchange our early alumni’s strong knowledge and high skill level that helped them to achieve great success while completing the program ten years prior, I do wish that all of our alumni could have experienced the following changes. I have no doubt that some of our early alumni can still remember the East rooms’ ugly large green shag carpet that needed to be rolled up before each class. Others will recall the floor covered with long black marks and oftentimes gravel. Beginning in late August, 2015 our flooring was replaced with smooth, highly sanded, light wood flooring. Still other early alumni will recall the bamboo window shades that rattled when the cold wind rushed through the East room windows that were streaked with taped cracks. Our new windows are nearly sound proof, easy to open, and the new grey shades darken the room when it’s time for a PowerPoint presentation. Of course, many alumni will have memories of sitting on chairs with stained cloth seating that were often ripped and heavy to move. Much worse were the round, large, wooden tables that needed to be covered with table cloths or some students would likely go home with a sharp splinter (Ouch!). For certain, the program owes First Lady Jean Strauss a great deal of thanks for helping us to secure new thick padded black folding chairs, and light weight lecture tables that are easy to move and take down for physical activity sessions. We are also grateful to President Jon C. Strauss for insisting that our flooring be repaired.

We have made wonderful progress in our learning spaces, which is certainly true in the Kennedy Gymnasium, and now in the East rooms. Most importantly, we have alumni whom we can proudly boast about because of their ongoing accomplishments. After all, not even the grandest institutions with numerous facilities can guarantee that their alumni will experience success in the teacher workforce. I am also continually amazed by the wonderful compliments that I receive from school administrators who are working with our alumni every day. So… at this point we shall continue to “see” even the smallest improvements, and be grateful for those changes since they do help our faculty in their presentations and our current students in becoming effective educators.

Edcamp Conference

RYAN FISK, VISITING INSTRUCTOR, PHYSICAL EDUCATION AND SPORT PEDAGOGY

On Saturday, August 29, 2015, Manhattanville College hosted an inaugural “Edcamp” conference, the first of its kind in Westchester County. More than 100 teachers, administrators, and students from Westchester, Long Island, New York City, New Jersey, and Pennsylvania were in attendance. In Edcamp’s unique “un-conference” model, attendees collaborate and develop workshop topics on the spot at the beginning of the day. At Manhattanville’s Edcamp, 14 informative and thought-provoking workshop sessions were created, based entirely on the interests and expertise of the people in attendance.

This Edcamp conference was an exciting opportunity for practicing and aspiring educators and leaders to gather and share best practices on a range of topics and research, spanning from Common Core implementation to media literacy to educational apps and more. Just like a visit to a favorite chain restaurant with the same familiar menu items and decor, all Edcamp conferences are:

• free
• non-commercial and conducted with a vendor-free presence
• hosted by any organization interested in furthering the Edcamp mission
• made up of sessions that are determined on the day of the event
• events where anyone who attends can be a presenter
• reliant on the “law of two feet” that encourages participants to find a session that meets their needs

More information about Manhattanville’s conference can be found at edcampmville.weebly.com and more information about the Edcamp Foundation and upcoming conferences can be found at edcamp.org.
Jump Start Had a Night to Remember!

The night of July 30, 2015 was one to remember! Jump Start held its annual celebration dinner for graduates of the program — the Ophir Room in Reid Castle was elaborately adorned and so many of the 2014 cohort students were on hand to celebrate. Dean Shelley Wepner greeted the group and Bob Cooper, the new director of Jump Start, spoke about his new responsibilities and of his great regard for this storied program. Dr. Mikki Shaw, retiring Director, was on hand as well to share her feelings about Jump Start and about working with this particular group of students. There were a few tears shed during this special night!

Two students stole the show, however, by sharing their thoughts about their first year of teaching and about their experiences in Jump Start. Shatera Weaver and Robbie Neigeborn provided a wonderful perspective by describing their lives over the past two years. Cogent and clear, they both shared how the program changed their lives and brought them into fulfilling careers teaching children. Another high point of the evening was celebrating the first returning Peace Corps students who successfully finished the program. Jump Start’s relationship with the Peace Corps promises to be a terrific collaboration as the program moves forward!

Jump Start is in its 15th year and continues to be a strong presence in the New York City schools. With 21 new Jump Start teachers working in the Bronx and upper Manhattan, and many more teachers from previous cohorts continuing their careers in New York City, Jump Start has solidified Manhattanville’s reputation as the graduate school of choice for quality teacher candidates.

The program continues its cohort approach to teacher education and the newly added September cohort has helped to bring a new stream of teacher candidates into the program. In addition, the college supports Jump Start students with in-house workshops on interviewing strategies, resume writing, and test preparation as well individual mentoring for every teacher candidate during the first year of work. The program is looking stronger than ever as we work with our 2015-2016 cohorts!

Cooper happily put it this way, “Our students have strong skills, terrific rapport with children, and a solid academic background making them extremely desirable teacher candidates. Principals in many New York City schools specifically seek out our Jump Start students because of their commitment to children and their belief in the field of education. And with the program support from Jump Start staff, Linda Molloy and Enid Cohen, the program will continue to produce great teachers for our kids.”

Kappa Delta Pi

RICK HECKENDORN, KDP ADVISOR AND ASSISTANT PROFESSOR, SECONDARY SOCIAL STUDIES

The 2014-2015 school year was a productive one for KDP, the International Honor Society in Education, at Manhattanville College. At our initiation on May 6, 2015 there were eight new members inducted into KDP. In order to be eligible, students must have a 3.25 or higher grade point average, have 12 education credits, and submit a thoughtful essay. This year’s gathering, although informal because of our small numbers, was the best initiation that we’ve ever had. All of the initiates remained after the ceremony to discuss educational issues and possible programs for next year with Dean Shelley Wepner, and there was a wonderful sense of community and camaraderie. The initiates sang along proudly with me as I sang my own composition, “Kappa Delta Pi Song,” the singing of which has become a musical tradition here at Manhattanville College.

The fantastic officers of our active executive board served for two years: Co-Presidents Ariel Akselrad and Melissa Cavaliere and Vice President Marissa Curcio. We had eight events last year, including a workshop with a theater expert about using theater in the classroom, a student teacher panel that spoke about their experiences in schools, and a teacher panel from our partnership school, Fox Lane Middle School, who spoke about preparing for the first week of school. There were four movie nights where we showed and discussed: “Race to Nowhere,” “The Breakfast Club,” “Good Will Hunting,” and “School of Rock.” KDP partnered with the SOE Alumni Board to invite Marlene Yahalom to speak about Holocaust Documentation and Denial.

We are now engaged in another successful year of bringing our education students together for informative and stimulating presentations and discussions at Manhattanville College.
Curriculum and Instruction

VICTORIA FANTOZZI, CHAIR, DEPARTMENT OF CURRICULUM AND INSTRUCTION

The Department of Curriculum and Instruction continues to support their students in getting their initial certification in teaching, exposing them to new faculty ideas in the teaching field and new technology, and of course getting experiences with students! Our students continue to adapt to the new standards for teaching, including new tests, and they are rising to the challenge and going out to make Manhattanville proud.

The Childhood Education students continue to be active in our Professional Development Schools (PDSs), with many sections of our Day Start and undergraduate classes meeting in our PDSs. In Dr. Sherie McClam’s section of Childhood Science Methods, students spent the morning interviewing RJ Bailey students about their beliefs about science and scientists. Dr. McClam continues working with students in our Education for Sustainability program, an innovative program which asks students to critically examine the role of education and the many aspects of the sustainability movement. The third cohort for the Education for Sustainability program has begun, while the second cohort of students are making amazing progress on their Sustainability Action projects – the capstone project of this program.

Dr. JoAnne Ferrara, associate professor and associate dean of Undergraduate Admissions and Advising, spent spring 2015 on sabbatical and had the opportunity to spend part of that time “across the pond” in the United Kingdom visiting a variety of preschools, primary and secondary schools. She shares her reflections on this experience:

Lessons Learned from Across the Pond
JoAnne Ferrara

As I reflect about lessons learned from United Kingdom schools I am reminded that standards, accountability, higher test scores and government mandates are not limited to the educational system in the United States. Like us, our neighbors from across the pond are also responding to government mandates to close the achievement and opportunity gap for youngsters.

As you walk through any of the buildings visions of excellence permeate the corridors, classrooms, and meeting areas. Regardless of which area you visit a genuine focus on student centered learning is unmistakable. All children and staff are actively engaged in the learning process. Nowhere did I see workbooks or drill and practice tests as an instructional tool. Rather than didactic teaching I saw children selecting activities to facilitate their learning. Classrooms are outfitted with a plethora of centers both indoor and outside where student choice is the driving force. For children in Wales outdoor learning is as important as what happens inside the classroom walls. Once the teacher identifies the target for the day or week, lessons are designed around developmentally appropriate milestones and skills that children should master for their age. The combination of practicing skills in the classroom and outdoors helps children make connections to real life applications. In these schools there is a recognition that youngsters develop at their own rate and educators must provide multiple opportunities for learning to occur. It was refreshing to see water tables, sand tables, outdoor gardens, tree houses, manipulatives, and massive, fully equipped playgrounds to facilitate the mastery of the targeted skills while fostering the overall cognitive, physical and social-emotional growth of children.

During my observations I saw the teacher’s role as a facilitator of knowledge guiding students to achieve independence through choice and student voice. Clearly, school leaders and teachers in these settings haven’t forgotten “how students learn” and have the autonomy to exercise professional judgement to provide environments for success. Now seems like the perfect time for educators in the United States to look to our international colleagues for both inspiration and a return to student centered learning.
This fall marked the second annual Literacy Symposium in partnership with the Jacob Burns Media Lab and entitled “Changing Texts, Changing Classrooms: The Power of Media in Today’s Classrooms.” The event was held on Saturday, October 17 and participants included students from both the School of Education and the Department of Communication and Media.

Today, texts are increasingly multimodal, image-driven, and mediated, so our conference focused on asking participants to consider the role of media in their own classrooms and to try new techniques.

Our first keynote speaker was the esteemed nonfiction children’s book author, Vicki Cobb, whose keynote was titled “Winning the Nonfiction War.” Known as the “Julia Child” of hands-on science, Cobb is a former science teacher, author of “Science Experiments You Can Eat,” and recipient of a Lifetime Achievement Award from the American Association for the Advancement of Science in 2012. Cobb emphasized the need for nonfiction texts in the field of science to actively and purposefully encourage students to engage with science beyond the text.

The second keynote speaker was the influential Bianca Inga Giaever, a filmmaker and radio producer. Giaever spoke about the possibilities that media offers young people to become storytellers in a digital age.

The event included three breakout options for participants to engage with media themselves to inform their work as teachers in their own classrooms. Dr. Kristin Rainville of Sacred Heart University and Bill Gordh, an adjunct in the Literacy Department at Manhattanville, led a session titled “Seeing Stories in Action” in which participants learned new tools to foster the growth of early childhood literacy skills such as listening, sequencing, observing, comprehending and predicting. Dr. Katherine Cunningham led a session titled “Classroom as Creative Media Studio: Simple Techniques, Powerful Possibilities” for upper elementary school teachers to make digital storytelling purposeful, joyful, collaborative, and simple. Participants worked in small groups to create a soundscape and/or imagescape to tell a nonfiction story. Dr. Courtney Kelly, Dr. Brian Snee of the Communications and Media Department, and Emily Keating from the Jacob Burns Media Lab collaboratively led a session titled “Art, Argument, and Affect: Using Persuasive Texts in the Classroom.” Participants considered the role that classical concepts like ethos, logos and pathos have in 21st century classrooms.

The Literacy Department will be seeking themes for future literacy symposiums that can offer the Manhattanville College community and larger Westchester community of teachers opportunities to consider the role of media in today’s changing classrooms.
The faculty members of the Department of Special Education consider themselves fortunate in that they were able to add a new member to their collaborative team. Cindy Gevarter, Ph.D., the perfect blend of academician and practitioner, began work this fall as the new coordinator of the Applied Behavioral Analysis (ABA) certificate program that allows graduates to sit for the credentialing exam offered by the Behavior Analyst and Certification Board (BACB). In addition to spearheading the growing ABA certificate program, Cindy will be an active participant in the Department of Special Education; and what better person to join the team than Gevarter! In addition to her Ph.D., in Education, She has a master’s degree in special education and has taught in New York City. We welcome Gevarter and look forward to the contributions she will make to the department.

As always, departmental faculty work diligently toward developing and presenting their research both individually and collectively. The research that the members of the department present and publish puts Manhattanville College and the SoE at the forefront of the field of special education. Coming off a productive summer in successfully recruiting Gevarter, the busy department was just getting started! One member of the special education team, Nikki Josephs, received a college-wide summer research grant, and two other team members, Micheline Malow and Vance Austin, received IRB approval and conducted a pilot research investigation on the integration of mindfulness into classroom curriculum for students with emotional and behavioral disorders.

The productivity of the summer has propelled the department members to an especially busy Fall 2015. In addition to a robust schedule of classes for the faculty to teach, several conference presentation proposals were accepted and our faculty members have presented the results of their summer research at various international, national, and regional fall conferences. Specifically, Austin, Josephs, Malow, and Ecker presented Implementing a System-wide Positive Behavioral Intervention Initiative in a Residential Treatment School, and Malow and Austin presented Mindfulness in Educational Settings for Students with E/BDs at the CCBD 2015 International Conference in Atlanta, Georgia on September 24, 2015. In addition, Josephs and Malow presented similar topics at the fall 2015 TECBD Conference in Tempe, Arizona, in conjunction with the faculty of Arizona State University. Finally, Austin and Malow presented their research on PBIS and Mindfulness at the annual New York State CEC Conference in Saratoga Springs, New York on November 13, 2015.

In addition to classes, students at Manhattanville have had numerous opportunities to participate in professional development sponsored by The Manhattanville Council for Exceptional Children (CEC), an international organization. The Manhattanville CEC chapter sponsors evenings throughout the year for students to learn more about the organization and participate in educational events. This fall, the CEC partnered for two events with Kappa Delta Pi, the Educational Honor Society. The first event, held in September, was a screening and discussion of the classic film created by Rick LaVoe, “F.A.T. City Workshop,” which addresses the frustration, anxiety and tension that students with learning disabilities experience. The next co-sponsored event was a presentation by Elise Butowsky, a parent advocate and lawyer, who presented on coordinating a child’s special needs village. This discussion exposed students to the variety of ways to support students with disabilities. The final presentation, which took place on November 16, 2015, consisted of 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. This parent panel discussion was moderated by Manhattanville adjunct Karen Millman. These evenings are always a resounding success as they provide students with the opportunity to expand their education beyond the classroom.

If you would like to be kept apprised of upcoming events and ways you can become involved in our department programs, please email Austin at vance.austin@mville.edu. If you are interested in joining or getting more information on The Manhattanville Council for Exceptional Children (CEC), please contact CEC Faculty Liaison Malow at micheline.malow@mville.edu. As always, we thank you for your support in ensuring that our Special Education Department continues to thrive and our students to excel!
New Faces at the School of Education

Bob Cooper Joins the SoE as Director of the Jump Start Program

Mr. Bob Cooper, director of the Jump Start Program, comes to Manhattanville College after 33 years of service in New York public schools. After serving as an English teacher and assistant principal in the New York City schools for 19 years, Cooper moved to Westchester County where he served for 14 years as the English department chair and assistant superintendent in the Bedford Central School District. He has worked as an adjunct instructor in Manhattanville’s School Education since 2010 and has served as the Professional Development School liaison for Claremont Elementary School in Ossining.

Mr. Cooper has taught just about every kind of student an English teacher can teach at the high school level from ninth graders looking for their place in a big school to 12th graders seeking advanced placement credit for entrance to a prestigious college. In addition, he has extensive experience in teacher induction, staff development and teacher/administrator evaluation. His six years in central office administration gives him a unique perspective on how schools work.

Bob has an M.A. in educational administration/supervision from the City College of New York, an M.A. in education/English from Hunter College and a B.A. in comparative literature from SUNY New Paltz.

Michael Cosimano is the New Associate Dean for Accreditation

Dr. Michael Cosimano, associate dean of Accreditation and Technology, comes to the School of Education from Thomas Edison State College in Trenton, New Jersey where he served as assistant dean for Educational Leadership and Graduate Programs.

Previously, Dr. Cosimano was an assistant professor, coordinator/assistant dean for Educational Leadership and Graduate Programs and acting associate dean for Graduate Programs for the Graduate School of Education at Felician College in New Jersey.

Dr. Cosimano has an Ed.D. and Ed.S. in educational leadership, an M.Ed. in reading education, and a B.A. in elementary education, all from Florida Atlantic University.

The Special Education Department Welcomes Cindy Gevarter

Dr. Cindy Gevarter has joined the SoE’s Department of Special Education as an assistant professor for the Applied Behavior Analysis (ABA) program. Dr. Gevarter has been a BCBA (Board Certified Behavior Analyst) since 2011. She has worked as a BCBA in homes and schools, has co-led a BCBA supervision program for master’s students at the University of Texas, and has experience working as a certified elementary special education teacher in New York City. She has taught at the college level, and has a clear research agenda focused on the application of ABA principles in augmentative and alternative communication (AAC) interventions. She already has a rich publication and presentation record focused on her area of research. Her coauthored manuscripts have appeared in the Journal of Autism and Developmental Disorders, Research in Autism Spectrum Disorders, and Research in Developmental Disabilities.

Dr. Gevarter recently received her Ph.D. in early childhood special education from the University of Texas at Austin. She received her master’s degree in special education and her bachelor’s degree in Psychology, with distinction, from the University of Virginia.

Heather Messer Joins Graduate Admissions

Heather Messer has worked at Manhattanville College since 2012, initially in the Center for Career Development and now in Graduate Admissions for the School of Education. Prior to joining Manhattanville, Messer was the program coordinator of Early Care and Education and Head Start Programs for a not-for-profit organization. She earned her Bachelor of Arts degree from Syracuse University and her Master of Education degree from Manhattanville College.

Heidi Sakanaka is the New Assistant Dean for Community Outreach

Heidi Sakanaka joined the School of Education in August as assistant dean for Community Outreach. In this capacity, she serves as the director of the Changing Suburbs Institute® and Alumni Relations for the SoE. She has worked at Manhattanville College since 2011, previously in the English Language Institute, where she was responsible for student enrollment, advisement, and recruitment.

Before coming to Manhattanville, Sakanaka worked in marketing consulting for ANI Marketing in New York, in employee relations for NEC Corporation in Tokyo, and in project management for the International Business Center of New England in Boston.

Heidi received her B.A. in linguistics from Cornell University and a Masters of Business Administration from Boston University.

Graduate Admissions Also Welcomes Alissa Wilson

Alissa Wilson is a new admissions counselor in the School of Education Graduate Admissions Office. Alissa is a former child advocacy attorney.

She holds a B.A. from Bryn Mawr College, and graduated Magna Cum Laude from Loyola University Chicago School of Law. Her work in the field of education combined with strong writing and speaking skills are a most welcomed contribution to the graduate admissions team.
The Center for Career Development (CCD) at Manhattanville College offers a variety of resources, tools and services geared specifically towards School of Education students and alumni to meet the needs of future and current educators. Our services are available to all undergraduate and graduate students in the School of Education, as well as SoE alumni with lifetime access to all of our resources.

- Make an individual appointment to meet with a career counselor who can guide you through your job search, help you prepare for interviews through one-on-one mock interviews, review your resume and cover letter, and point out appropriate job search resources, tools and strategies to maximize your opportunities. The CCD offers two dedicated career counselors for School of Education students and alumni, Allyson Kapadia and Christine Podber. Students and alumni can schedule appointments with Allyson or Christine by contacting the CCD at 914-323-5484 or by logging into their Mville Career Network (http://mville.edu/academics/academic-services/center-career-development/mville-career-network) account.

- Attend career events: the Center for Career Development offers a wide variety of events throughout the year. We will be holding our annual education job fair on Wednesday, February 10 from 4 to 6 p.m. In March, we will run a program featuring an administrator from BOCES who will show students and alumni how to successfully navigate through OLAS to apply for public teaching positions. We will also be running job search workshops and alumni panel discussions on “Alternative Careers for Educators” later in 2016. All students and alumni may register for these events by contacting the CCD at 914-323-5484 or by logging into their Mville Career Network account. All of our upcoming events can also be viewed on our website.

- Remember to visit our website as well as Mville Career Network, our brand new job search and resource portal, to view important links to valuable tools and resources. View our Job Search Handbook for tips on writing your resume and cover letter, preparing for an interview, and maximizing your job search for a teaching position. A list of helpful websites for teachers is also available on your Mville Career Network account. Lastly, search for jobs posted exclusively to Manhattanville students and alumni on Mville Career Network.

We look forward to meeting all of you and wish you a wonderful school year!

Special Continuing Education and Tuition Discount Opportunities through the School of Education

**Online Courses and Hybrid Courses**

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

**School District Partnerships and Tuition Discounts for Participating School Districts**

- Bedford
- Elmsford
- Greenburgh Central
- New Rochelle
- Ossining
- Port Chester
- White Plains
- Discounts for religious school educators
- Teachers in Transition Discount
- Educational Leadership discount (except Ed.D.)
- Discount for MAT in Physical Education graduates
- Manhattanville Excellence in Teaching Academy discount

For further information please contact SoE Graduate Admissions at 914-323-5142 or at edschool@mville.edu
School of Education
Upcoming Events

JANUARY 2016
SoE Admissions Open House
Thursday, January 7, 2016
6:30 – 8:30 p.m.
Reid Castle

FEBRUARY 2016
Annual Educational Job Fair
Wednesday, February 10, 2016
4 – 6 p.m.
Reid Castle
Contact the Office of Career Development at (914) 323-5484 for further information.

MARCH 2016
Dean’s Symposium
Wednesday, March 2, 2016
4:20 – 6:30 p.m.
West Room, Reid Castle
Speakers to be announced

11th Annual CSI Educational Forum
Monday, March 14, 2016
9 a.m. – 3 p.m.
Reid Castle
“Home-School Connections for Diverse Learners” with keynote speakers Dr. Patricia Edwards from Michigan State University and Dr. María Paula Ghizo from Teachers College.
Contact Heidi Sakanaka for more information at heidi.sakanaka@mville.edu

SoE Alumni Board Meeting
Tuesday, March 29, 2016
4:30 – 6 p.m.
East Library, Reid Castle

School of Education Distinguished Lecturer Series and Reception
Thursday, March 31, 2016
4:20 – 6 p.m.
West Room, Reid Castle
The Honorable Regent Judith Johnson will be speaking. Co-Sponsored by the Teacher Center of Central Westchester and Putnam/Northern Westchester BOCES.

APRIL 2016
Leadership Symposium sponsored by Manhattanville College and P/NW BOCES
Friday, April 15, 2016
9 a.m. – 12 p.m.
West Room, Reid Castle
“Developing Emotionally Intelligent Schools” with Dr. Marc Brackett, Director of the Yale Center for Emotional Intelligence

7th Annual Student Research Day
Wednesday, April 20, 2016
4:30 – 7 p.m.
Reid Castle

MAY 2016
Kappa Delta Pi Initiation
Date and time to be announced.
For more information, contact Rick Heckendorf at rick.heckendorf@mville.edu

SoE Graduate Awards & Recognition Ceremony
Thursday, May 12, 2016
4:15 – 5:30 p.m.

Graduate Commencement Ceremony
Thursday, May 12, 2016
6 – 8:30 p.m.

Undergraduate Commencement Ceremony
Saturday, May 14, 2016
11:00 a.m. – 1:00 p.m.

SoE Admissions Open House
Thursday, May 19, 2016
6:30 – 8:30 p.m.
Reid Castle

JUNE 2016
Manhattanville College Reunion Weekend
Friday – Sunday, June 3-5, 2016

Jump Start Program Information Session
Thursday, June 9, 2016
6:30 – 8:30 p.m.
Reid Castle

SoE Alumni Board Meeting
Thursday, June 16, 2016
4:30 – 6:00 p.m.
East Library, Reid Castle
The School of Education wishes to acknowledge the following alumni, faculty and friends who made generous gifts to Manhattanville College and the School of Education.
This list represents gifts made between July 1, 2014, and June 30, 2015.

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<td>Pat and Tom Confrey*</td>
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<td>Chip Davis*</td>
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<tr>
<td>Susan and Stephen Schnitzer*</td>
<td>Master of Arts in Teaching</td>
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<tr>
<td>Dorothee Delventhal Schriever M.A.T.’74 and Henry Schriever</td>
<td>Faculty</td>
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<tr>
<td>Vincent L. Scozzari ’12, MAT’13</td>
<td>B.A., Master of Arts in Teaching</td>
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<tr>
<td>Janet and Andre Segatti*</td>
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<td>Stephen J. Semple M.P.S.’12</td>
<td>Master of Professional Studies</td>
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<td>Marian Moto Shea ’45†</td>
<td>Bachelor of Arts</td>
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<tr>
<td>Gina and John Sinon*</td>
<td>Friend</td>
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<tr>
<td>Sara and Joshua Slocum*</td>
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<tr>
<td>Lee and Michael Stiel</td>
<td>Bachelor of Arts</td>
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<tr>
<td>Liz Stiel M.P.S.’82 and Les Stiel</td>
<td>Master of Professional Studies</td>
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</table>

*Indicates restricted gift to School of Education Programs
School of Education
Programs of Graduate Study

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

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

**M.Ed.**
- Educational Studies
- Education Entrepreneurship

**Ed.D.**
- Education Leadership

**Professional Diploma**
- School Building Leader
- School Building and School District Leader

**Certificate of Advanced Study**
- Administration of Physical Education, Athletics and Sport Pedagogy
- Health and Wellness Specialist
- Science of Reading: Multisensory Instruction (The Rose Institute for Learning and Literature)
- School District Leader
- Bilingual Education; Childhood/Spanish
- Education for Sustainability

**Post-Masters Certificate Programs**
- Visual Arts
- Music
- TESOL*
- Special Education: Early Childhood
- Special Education: Childhood
- Special Education: Early Childhood and Childhood
- Special Education: Grades 7-12 Generalist

**Other**
- Applied Behavior Analysis sequence

*Available in traditional or accelerated (Jump Start) program
Save-the-Date: June 10-12, 2016

Manhattanville College Reunion Weekend

For more information, please visit www.mville.edu